The Research of Mixed Teaching Mode in the College Courses Education

Yongchao Zhao[1], Ying Xie[2,*], Haifei Qin[3]

[1,2,3]School of Information Scine & Technology, Chuxiong Normal University, China
*Corresponding author

Abstract: The traditional offline teaching mode is a kind of teaching mode which uses multimedia and blackboard to teach students book knowledge in the classroom. Online teaching is to use various network teaching platforms, such as DingTalk APP, ChaoXing APP, Rain Classroom, etc., which can be carried out within the specified time, or can be studied without the limitation of time and space. With the help of network sharing platform,the traditional face-to-face teaching and network assisted teaching are combined, and online and offline teaching resources are fully utilized to form a hybrid teaching mode. The high-quality online resources and offline classroom teaching are organically combined to realize the reconstruction and innovation of teaching process and better reflect the "student-centered learning".

1. Introduction

From the perspective of the previous university professional teaching mode, the teaching mode is mainly offline blackboard plus PPT, or Mu class online class, which is relatively simple.With the development of educational technology, students' learning style is changing at an amazing speed, and the traditional classroom is gradually changing to mixed learning style. Mixed teaching mode is a new teaching mode that organically combines online teaching with traditional classroom teaching. Teachers change their role from teaching to guidance, students change from passive to active, learning activities are more abundant and flexible, and the teaching effect is improved.with the help of network sharing platform, the online and traditional classroom teaching mode combined, Mixed teaching mode is an important research direction of education and teaching reform in Colleges and universities.

2. The Concept of online and offline Teaching

2.1. Introduction and problems of offline teaching mode

Offline teaching is also called traditional teaching. The traditional offline teaching mode is a kind of teaching mode which uses multimedia and blackboard to teach students book knowledge in the classroom. Before class, students can understand the content to be taught through teaching materials; in class, teachers further explain, through the use of multimedia and related auxiliary teaching aids, so that students can further deepen the impression, can also be on-site demonstration, in the form of explanation of cases for classroom teaching, but also can be group discussion, so that students can express their views; after class, assign homework, let students finish independently To achieve the goal of mastering basic knowledge.

There are have below feature: Students have a single way of pre-study. The preview materials mainly come from textbooks and are lack of attraction. The effect of students participating in the preview is also uneven, which cannot guarantee the synchronization of teaching progress of different students' preview effect. Teachers' attendance and group discussions in class are recorded in paper form. At the end of the period, further statistics and summary are needed, which takes time and effort. In classroom teaching, students' enthusiasm is relatively high at the beginning. With the increase of knowledge content and the concentration of some students' attention, the enthusiasm is hit, and the participation of students will be reduced. The students' understanding and mastery of the

course is also difficult to prepare for grasp. It is difficult for students to be in a highly concentrated mental state within 45 minutes of full class in traditional teaching mode. They will gradually enter into fatigue state with the time of listening to the class, which may lead to the key content not keeping up with them. In addition, the teaching process cannot be repeated. It is difficult for students to master all the contents once they learn.

2.2. Introduction and characteristics of online teaching mode

Online teaching is the use of a variety of network teaching platforms, such as nail, learning pass, rain class, can be set within the time of online learning, but also cannot be limited by time and space for learning. Before class, teachers can upload preview units, PPT, case materials, lecture videos, key and difficult points, test questions, assignments, etc. to the network platform; in class, teachers can answer questions and guide students, interact with students synchronously, comment on students' answers on the spot, and summarize the course; after class, use the functions provided by the platform to summarize the students' scores, and use the platform to learn Students carry out online communication after class.

There are featrue like: Teaching time and space is not limited, which can attract students' freshness to network live broadcast. Various network teaching platforms are available. It can push videos, resource links, teaching ppt, exercise assignments, etc. on the network platform, which is convenient for students to obtain at any time, and the teaching content can be watched and studied repeatedly. The learning process of the auxiliary teaching platform, such as check-in, online discussion, Q & A, homework and preview, will be automatically recorded and summarized, and a summary analysis report can be formed to enhance students' learning enthusiasm and help teachers continuously improve and improve teaching. Restricted by the network and electrical equipment environment, it is greatly affected in remote or mountainous areas. Virtual strong, not as emotional as face-to-face teaching.

3. Considering the online and offline complementary hybrid teaching mode

3.1. Establish research objectives

The objectives below: (1) How to fully attract students' attention and improve learning effect in the teaching process. At present, all the students are after 00, and their attention is limited to more than ten minutes under the influence of short videos; in the traditional classroom teaching, teachers use various methods to attract students' attention, but the effect is not satisfactory. (2)How to make full use of the discrete fragment time to make up for the short board in the learning process. Make good use of students' mobile phones as a powerful teaching aid tool to guide students to learn autonomously through the network.(3)Explore the complementary teaching mode of online and offline, offline and online. Considering the study of a variety of mixed teaching mode, and then considering the promotion of other subject courses, to provide reference for other disciplines teaching.

3.2. Establish research content

The main research contents include: (1). Research online teaching activities, including pre class teaching activity design, student activities, teacher supervision and so on. This paper analyzes the students' learning objectives, selects the contents of online open courses, and selects the appropriate teaching activities according to the professional characteristics. (2). Research offline learning, including guidance before class, determine the key and difficult points in class, reflection and digestion after class, etc. In teaching, we should guide, construct, experience and apply teaching activities. We should consider a series of phased strengthening teaching design, and make full use of students' limited attention. (3). Consider the organic combination of online and offline teaching, and strive to build a mixed teaching mode in which teachers encourage students to think and innovate, supervise and prevent learning neglect; students objectively evaluate the teaching effect of teachers and feedback teaching, and promote the two-way interaction of teaching.

4. Put forward strategies for blended teaching

In the implementation of teaching, we found that online teaching is affected by the environment and is too virtual, but students can access it at any time, and the teaching content can be watched and studied repeatedly; there are many problems in offline case teaching, such as improper compilation and selection, insufficient theoretical knowledge transfer, and insufficient evaluation of teaching effect, which affect the teaching quality.

So we plan to do it:

(1)Use online teaching software (such as nail, QQ group, etc.) to preview before class, push MOOC videos, teaching ppt, multimedia cases, pre class thinking questions and other learning materials to students' mobile phones or computers to help them improve the preview effect and enhance their learning interest.

(2)In offline classroom teaching, DingTalk APP are used simultaneously for video recording, which facilitates students' repeated learning after class, and helps teachers to summarize after class, so as to effectively improve teaching quality.

(3)After class, online and offline learning assistance and evaluation are integrated. Online completion of course evaluation and submission of electronic homework, while the practical requirements of lower questions to answer, not limited by time and space. Offline understanding of different learning levels of students, combined with the current market development trend, cooperate with enterprises, broaden knowledge points, promote students to establish professional values as soon as possible, and lay a foundation for students to go out of campus and enter the society.

5. Possible problems and solutions in the process of implementation

5.1. Possible problems

(1)Teachers are required to have a high level of lesson preparation

The online and offline teaching mode combining Internet technology teaching with textbook teaching method requires teachers to have the corresponding ability to use multimedia technology, to have a higher quality of computer lesson preparation, to use the new era of teaching thinking for multi-level and comprehensive pre class professional knowledge preparation, teachers are required to update the traditional teaching concept, but also need to combine learning In order to meet the learning needs of students in the new era, students should make personalized and all-round teaching preparation.

(2)Teachers are required to have the ability to challenge the classroom organization

The application of online and offline teaching mode in professional teaching has changed the overall classroom teaching mechanism. The traditional "cramming" and "cramming" teaching methods based on textbooks have been transformed into the mode of students as the main body and multimedia technology as auxiliary tools.

(3)Require teachers to innovate classroom assessment management

Online and offline professional teaching methods require teachers to innovate the classroom assessment system. Under the premise that teachers have the corresponding teaching ability, combined with the interaction between teachers and students in the classroom, organize and adjust students' online learning and offline review practice, and then innovate and improve the classroom assessment system according to the actual situation or sudden situation, so as to promote students to master learning skills and improve learning efficiency.

5.2. Approaching Solutions

(1)Improve the level of teachers' lesson preparation. Regular teaching and research activities can be carried out to improve teachers' professional academic level, carry out mutual teaching, encourage teachers to learn from experienced and good teaching effect teachers, organize teachers to conduct professional employment research in the market, and improve targeted teaching for

students.

(2)Improve teachers' classroom organization ability. On the basis of improving the level of teachers' lesson preparation, regular teaching observation and competition, new technology training, and promoting teachers to communicate with enterprises should be conducted to expand teachers' organizational ability.

(3)Give full play to the advantages of online learning and face-to-face offline classroom. We should mobilize students' learning enthusiasm, systematically cultivate students' autonomous learning ability and habits, and take the effect of autonomous learning as part of the assessment index; do a good job in students' classroom performance records, timely collect students' learning process information, and objectively evaluate classroom performance, learning ability and creativity.

6. Conclusion

In this paper, from the analysis of traditional offline teaching and online teaching in special period, considering the advantages and disadvantages of single teaching mode, considering the latest mixed teaching mode, from putting forward strategies to considering the problems that may be encountered, and then to the corresponding measures that can be carried out, this paper discusses the application scenarios of hybrid teaching mode, so as to continuously improve the discipline The teaching quality provides the basis, and also has the reference value to other subject courses.

References

[1] Zuo Jinping ,The Research and Practice of Mixed Teaching Mode in Software Engineering Course, Computer and Information Technology,2020,28,P58-P60

[2] Liu Dalian,A Study ob Blended Teaching Modes in City-based and Application-oriented Universities,Journal of Beijing Union University,2020,34(2),P38-P43

[3] Gao Xiaojuan, Research on Mixed Teaching Model of the Programming Courses,Journal of Shangluo University,2020,34(2),P59-P65

[4] Liu Tao,Exploration and Practice of Online and Offline Blended Teaching Model on Physical Chemistry in Local Applied Universities,2020,6,P209-P211

[5] Wu Yan,Design of "Mixed-mode Instruction"--Taking Nonverbal Conmmunication Course as an Example,Journal of TianJin of Commerce,2020,8(1),P87-P91

[6] Jin Jing,Blended teaching mode based on "Rain Classroom",Computer Times,2020,3,P77-P83

[7] Zhao Haoyu,Research and practice of hybrid teaching mode based on network teaching comprehensive platform,Journal of Higher Education,2020,8,P108-P111