

Study on the Transformation and Countermeasures of Teaching in General Universities under the Blended Teaching Mode

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Abstract: Along with the development of mobile Internet technology and the popularity of smartphones, the channels and ways for students to acquire knowledge have become rich and diverse and are no longer limited to offline classes. Implementing a "blended teaching" mode has become a trend of teaching reform in universities. Under the "blended teaching" mode, the teaching work of universities will change compared with the traditional teaching mode, and the specific conditions of students in different universities are also other. Taking public colleges and universities as the research target, we will analyze the changes brought by the implementation of blended teaching mode and put forward the solution strategies to cope with these changes by combining the learning characteristics of general college students.

1. Introduction

The development of mobile Internet technology has had a significant impact on our lives: more convenient communication, diversified access to information, a large amount of data, rich content, information fragmentation, and resource sharing have been followed by a change in the university teaching model: the "online + offline" hybrid teaching mode gradually replaces the single offline lecture teaching mode, and this change is bound to bring about a series of changes in teaching work. As university teachers, they should not only clarify these shifts but also make timely adjustments to cope with them.

2. Transformation of Teaching in General Universities Under the Blended Teaching Model

The impact of the blended learning model on university teaching and learning is reflected in both faculty and students.

2.1. Transformation of teachers' work

Han Yu once defined a teacher as "who teaches and solves problems." It is the primary responsibility of teachers to teach. And the "Way" here, we believe, is not limited to professional knowledge but should also include the ability to do things and the truth of being a human being; that is, the duties of teachers include "teaching" and "educating." "In other words, teachers' responsibilities include teaching and nurturing. With the emergence of Internet technology, the blended teaching mode has given college teachers more room to balance education and educate people in the offline classroom. The transformation is mainly in the following two aspects.

2.1.1. Transformation of the teacher's role: transferring knowledge to developing competence

University education is responsible for cultivating talents, scientific research services, cultural heritage, and innovation. The purpose of talent cultivation is to "teach people how to fish," which is to guide college students to establish an awareness of lifelong learning and cultivate their

independent learning ability and ability to analyze and solve problems.

China's university teaching mode assumes that college students are highly motivated to learn, receptive, and willing to study independently^[1]. As a result, the teaching model is designed to focus on the transfer of theoretical knowledge, and not enough attention is paid to the teaching goal of developing students' ability to use theory to solve practical problems. This teaching mode is not adapted to the development requirements of students in the context of popularization, which leads some students to emphasize theory rather than practice. When they face practical problems in the workplace, they are often helpless, that is, the so-called "high score and low ability." On the one hand, students lack interest in theoretical knowledge; on the other hand, society's demand for talents tends to be more and more application oriented. This has resulted in enterprises failing to recruit people, while college students face the situation of "unemployment upon graduation from college."

Bao-sheng Chen, minister in 2018-2022, the Ministry of Education of higher school teaching steering committee set up the meeting pointed out: "the current higher education in China is in a late into the popularization stage of popularization of from time node, status and role of higher education, development, type, structure, stage coordinates is undergoing a profound historical change. We have not fully adapted to the new changes of The Times in terms of educational concepts, systems and mechanisms, evaluation standards, and technical methods. It emphasized that "we must grasp firmly the core point of comprehensively improving the ability of personnel training." Higher education in our country entered a period of improving the quality and intention development.

The first requirement for the transformation of university teaching in the new period is to adapt to the development requirements of higher education under the background of popularization and change the teaching mode of the university. To change the teaching mode of a university is: to change the classroom teaching from imparting knowledge to cultivating ability, Allowing students from back theory to use theory to solve practical problems. The blended teaching mode of "learning theory online, practicing ability offline" can help college teachers achieve this goal.

2.1.2. Transformation of teacher identity: the instructor is transformed into the mentor

Traditional university teaching adopts the mode of "indoctrination," i.e., "teachers speak, students listen." Under this teaching mode, teachers are the exporters of knowledge. Their main teaching task is to explain theoretical knowledge clearly, while students only passively receive information, lacking active thinking and investigation. There is little interaction and cooperation between teachers and students. Teachers seldom consider students' existing knowledge in the design and arrangement of teaching activities, nor do they focus on stimulating students' learning initiative. Therefore, teachers tend to neglect the cultivation of students' abilities in the teaching process and emphasize "teaching" over "educating"^[2].

The rapid development of information technology has broken the spatial and temporal boundaries of the traditional classroom. Students can share global quality educational resources and learn off-site with the help of online educational platforms and catechisms. Hybrid teaching that integrates the Internet with the traditional classroom is divided into two parts: online students learn theory independently, and offline students return to the school to participate in interaction and discussion. This teaching model is student-led and teacher-assisted, making the classroom a learning situation that provokes deep thinking and discernment^[3]. When students enter the classroom with their specific knowledge, the teacher's identity in the school should also change from a teacher to a guide. Teachers should use students' prior knowledge to guide them to explore and learn new knowledge and train them to conduct theory into practice^[4].

2.2. Change of student learning mode

The implementation of the blended learning model has not only changed the teaching methods and means in the classroom, but also brought some changes to the learning of university students.

2.2.1. Learning mode transformation: fixed time and space to anytime and anywhere

In the traditional teaching mode, students learn by sitting in the classroom at a fixed time and

listening to the teacher, with very little freedom of learning, thus creating some problems, such as:

- If they do not listen to the lecture on time, the continuity of knowledge will be interrupted and challenging to pick up.
- It is difficult for students to communicate with the teacher after class when they encounter complex problems.
- Some students with solid learning abilities want to learn independently and accelerate their learning progress.

With the help of information technology and online education platform, the blended teaching mode realizes the transformation of face-to-face learning in fixed places to random knowledge across time and space. Social software such as Tencent QQ and WeChat makes it easy and spontaneous for teachers and students to interact and communicate after class. In contrast, mobile teaching APPs such as Super Star and Cloud Class make it possible to increase students' learning freedom and extend teaching activities to off-class. It not only helps students learn theoretical knowledge at any time but also enables them to discuss complex problems with teachers after class and helps students control their learning progress.

2.2.2. Change in the form of knowledge acquisition: passive acceptance to active exploration

In the traditional classroom, students mainly rely on "listening to lectures," which is a passive learning mode. Their learning status is to listen, memorize and recite, and the students' leading status of learning is not fully reflected. Under the blended teaching mode, classroom teaching has changed from a single subject of "filling the classroom with lectures" to a double issue of teacher-student interaction, or even "students as the main body and teachers as the secondary body." The increased participation of students helps stimulate students' desire to learn. Students change from passively accepting new knowledge to actively exploring new knowledge.

2.2.3. Knowledge type transformation: holistic knowledge to fragmented knowledge

In the traditional teaching mode, students acquire knowledge mainly in the classroom; although they are passive listeners, the teacher will organize the textbook knowledge and then systematize the output. Under the blended teaching mode, students' access to knowledge is no longer limited to textbooks, and the expertise content far exceeds that of readers. The convenience of mobile technology makes students usually choose to use some scattered time for simple online learning^[5]. Therefore, compared with the traditional mode, the blended teaching mode makes the knowledge acquired by students more fragmented.

3. Analysis of the Characteristics of General College Students

Students from ordinary universities, i.e., universities other than "985,211", show low learning initiative and low level of self-management in terms of learning ability.

3.1. Low learning initiative

Based on the traditional classroom "one-way output" teaching, students in ordinary colleges and universities strongly depend on teachers. They are used to "waiting" for teachers' instructions and indoctrination in learning, that is, the so-called "push to take a step." "They are not used to finding out problems and analyzing them. They are not used to finding, analyzing, and solving problems and lack the will to explore and learn actively^[6]. It is a popular phenomenon among university students that they usually sleep in class + cell phones, take a surprise three days before the exam, and "long live 60 points" in the exam. This learning attitude is not conducive to completing classroom discussions and practical tasks after class.

3.2. Low level of self-management

Students have more freedom during college than a full schedule of classes every day in primary education. In contrast, college teachers manage students more loosely than in secondary school, so college students need to self-manage. Students in ordinary colleges and universities are governed by

their parents and teachers on their behalf before they enter the university. They have a low level of self-management and lack the will to self-manage. Under the traditional teaching mode, students can still follow the teachers' baton, but once blended teaching is implemented, the quality of their independent online learning will be difficult to guarantee.

4. Countermeasures

The blended teaching mode changes teaching in public colleges and universities. Teachers should be brave enough to face these changes and respond appropriately to students' characteristics to accomplish teaching tasks better.

4.1. Teachers are good "listeners"

Blended teaching mode, teachers' role in the offline class by a "speaker" to a "host." Teachers no longer need to consider how to teach more new knowledge but instead focus on how to guide students to use knowledge to complete the research task. Stimulates the student to explore desire, training students' thinking and ability, thus promoting students' "deep learning" real, To connect the growth of students' lives with university teaching^[7]. This requires teachers to learn to "close their mouth and open their ears" to be "listeners" to ensure the quality of hosting and leading.

4.2. Focus on process assessment to ensure the quality of online learning

Blended teaching includes both independent online learning and offline classroom, based on students' low level of self-management and poor willingness to learn initiative in ordinary universities. How to ensure the quality of independent online learning is an important issue that teachers need to deal with. The assessment of the traditional teaching mode emphasizes the result but not the process and evaluates the learning results of a course based on one paper. This assessment method is not suitable for blended teaching. By designing a "process+result" assessment method and focusing on the process assessment, students can be effectively urged to complete the online learning content. At the same time, teachers can also use online data to keep track of each student's knowledge and communicate with them promptly, thus improving the overall teaching effect.

4.3. Designing teaching contents with the concept of "lifelong learning"

The teaching design of university teachers under the blended teaching model includes online MOOC design and offline classroom seminar design, and this paper only discusses the creation of offline classroom teaching content^[8].

4.3.1. Constructing a "task-oriented" teaching program, focusing on "educating people"

In the traditional teaching mode, the teacher is the primary teacher, whose main task is to "teach," i.e., to impart theoretical knowledge. In the blended learning model, theoretical knowledge is learned by students online. The design of blended teaching needs to consider the organization of classroom teaching and the real task-driven research learning in the classroom^[9]. Therefore, offline classroom teaching should focus on "educating people," cultivating students' ability and thinking and guiding them to establish a correct outlook on life and values. In Figure 1, a new teaching program is designed for the course "Consumer Behavior" as an example.

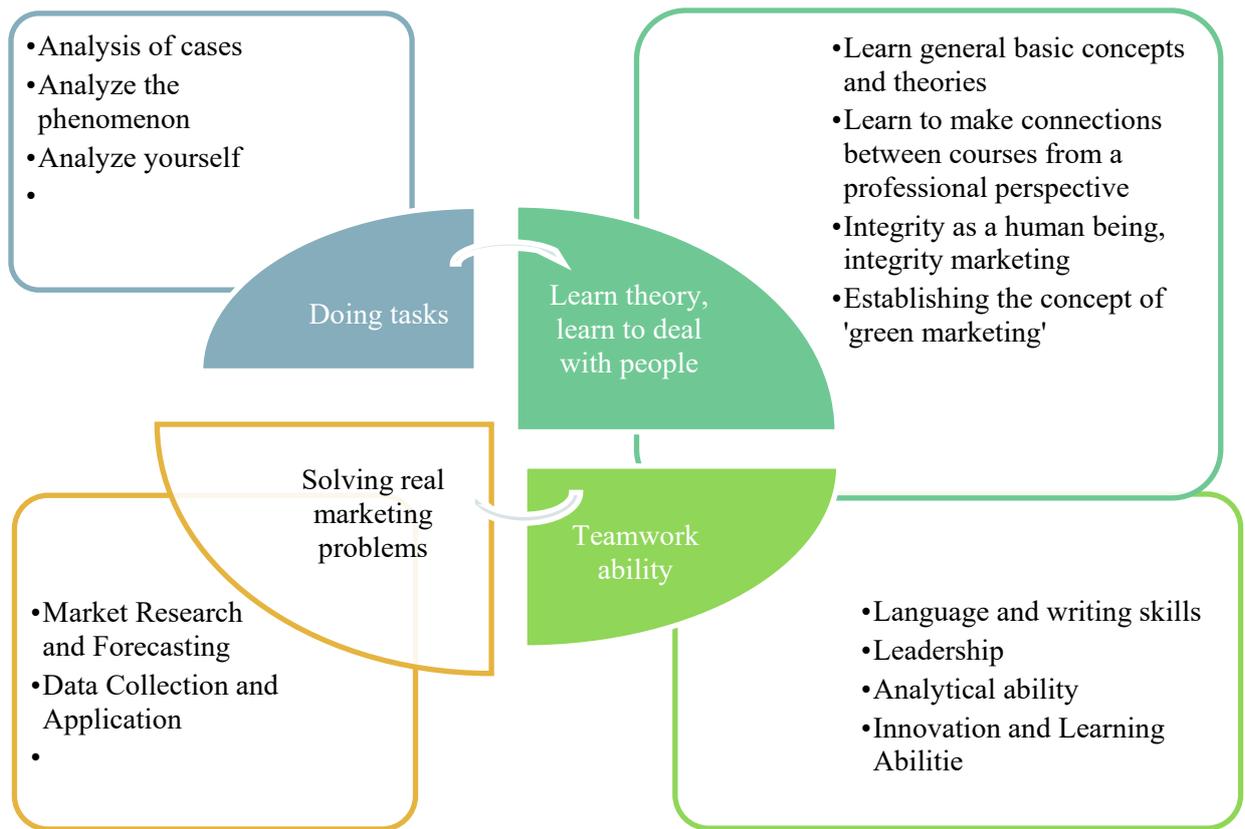


Figure 1 Consumer Behavior Teaching Program.

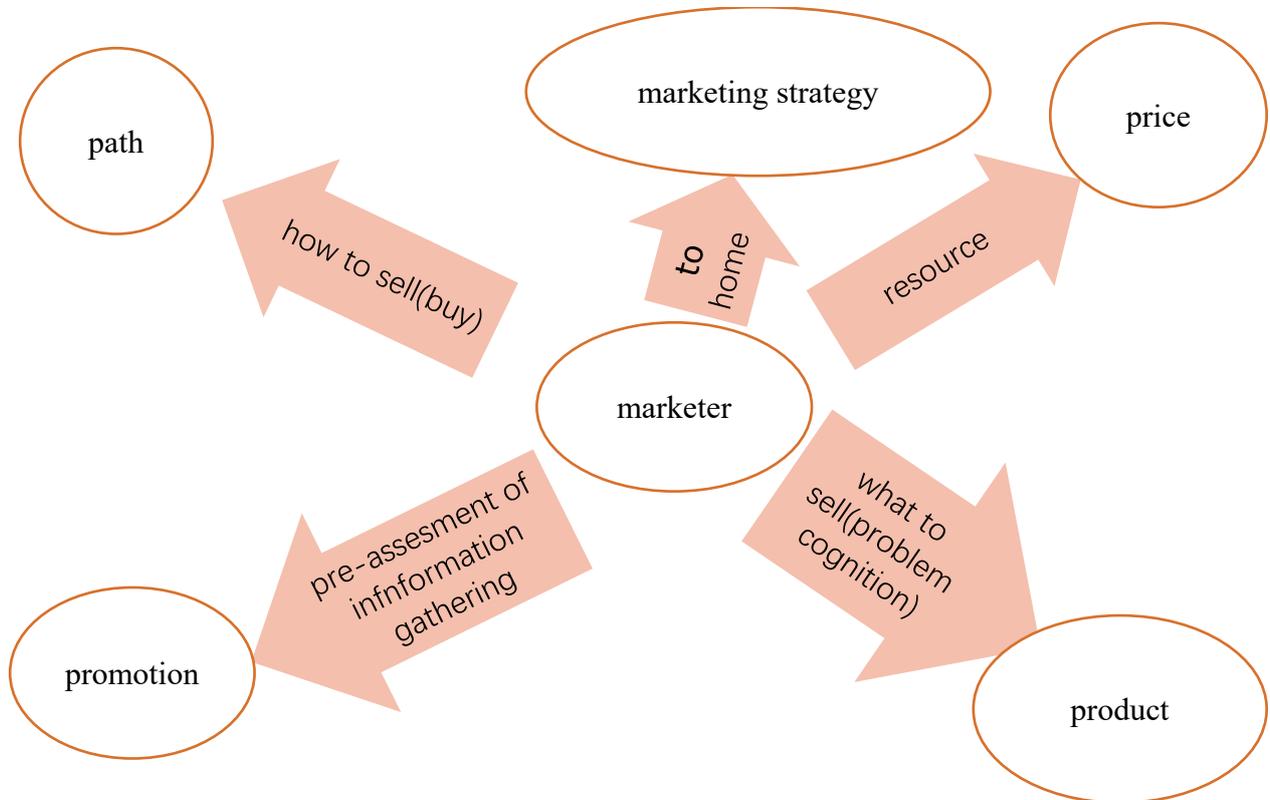


Figure 2 Guide to the relationship between consumer behavior research and marketing strategy.

4.3.2. Guiding students to integrate knowledge

Students accustomed to traditional classroom learning do not have the ability and awareness to

integrate the fragmented knowledge acquired in the blended learning mode. They only have a "superficial knowledge of knowledge," lacking deep immersion and contemplation^[5]. On the other hand, students can access all kinds of information through the Internet. Still, they also lack the skills and abilities to filter, evaluate, and effectively use the news^[4]. Therefore, teachers must train students' thinking and knowledge integration skills in the teaching process. Teachers can achieve this goal by guiding students to draw mind maps. (Figure 2) is a diagram describing the relationship between consumer behavior and marketing strategy, which can be used as an after-school assignment to help students learn to build a complete body of knowledge out of fragmented knowledge.

5. Conclusion

The blended teaching mode is becoming a trend in college teaching, and both teachers and students should adapt to this new mode. In this process, teachers should proactively explore the characteristics of the blended teaching mode and develop appropriate teaching programs to improve the teaching effect effectively.

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