

## **A study on the blended teaching of business administration with Learning-centered**

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**Abstract:** During the epidemic period, according to the advocacy of the Ministry of Education, all colleges and universities have carried out "non-suspension of classes" network live teaching, to ensure the smooth development of teaching order. As an adult college, there are some problems in the practice of blended teaching, such as the need to improve the teaching concept, the lack of interaction between teachers and students, and the lack of teaching resources. On this basis, the plan should be improved to give full play to the advantages of the blended teaching model, so as to ensure the teaching effect and teaching order.

### **1. Introduction**

With the rapid development of educational informatization, information technology is changing students' learning style at an amazing speed. How to give full play to teachers' guiding role and improve students' learning initiative is a problem that we have been thinking and exploring. In the face of the sudden epidemic, disrupted learning rhythm, how to carry out normal teaching activities, ensure the order of teaching, our school in the pace of hybrid teaching reform continues to accelerate.

According to the practical experience of on-the-spot teaching during the epidemic last year, combined with the actual situation, our school officially launched the mixed teaching reform program in the second half of last year. Under the premise of ensuring safety, it can meet the learning needs of students to the maximum extent and form a "mixed" teaching mode with the characteristics of adult education. After exploration, based on their own characteristics, each specialty has formed a blended teaching scheme with professional characteristics. Among them, business administration major, as an old major, takes the opportunity of blended teaching to create a "learning" centered teaching mode and promote the development of major construction.

### **2. Requirements for blended teaching**

Blended teaching mode is a kind of online + offline interactive teaching, which can combine the advantages of traditional learning and online learning. It should not only give play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process. Blended teaching is not a new teaching method or theory, but in the "Internet +" era, it has become a teaching model with practical significance and can solve practical problems.

Blended teaching takes the information platform as the carrier and integrates various information means and tools such as micro lesson, WeChat official account and learning space, making the whole teaching activity become an integrated teaching system of "pre-class-in-class - after-class".

Blended teaching has certain requirements for information technology, such as network learning platform. The learning platform should not only realize the computer side and the mobile phone side parallel, but also cover all aspects of teaching, such as communication, discussion, evaluation and assessment. Students can use the platform to achieve "always and everywhere" independent learning, including communication with classmates and teachers. At the same time, this method also

puts forward higher requirements for teachers' quality, such as a certain level of information, the ability to master the use of mobile phone APP, the recording of micro class, etc.

### **3. The application of blended teaching in business administration specialty**

#### **3.1. The teaching status quo of business administration major**

Business administration is an application-oriented discipline and a traditional major, which requires high comprehensive quality of students. Due to the different sources of students, teachers' "instilling" teaching is lack of creativity and inspiration and ignores the differences of students' learning. Students are not active in the learning process, passively accepted knowledge remains on the surface, independent thinking ability has not been improved. In addition, teachers lack control over students' learning effect and progress, which also leads to poor classroom interaction and poor teaching effect.

#### **3.2. Practice of blended teaching of business administration**

In the second semester of the academic year 2020, there will be a total of 11 courses for the two grades of business administration. Business administration simulation is a practical course with comprehensive teaching, while the other 10 courses will be taught by blended teaching. In the first semester of 2021 academic year, there will be a total of 13 courses in the three grades of business administration, all of which will be taught in a mixed way.

##### **3.2.1. Focus on learning**

In the past teaching, students as the main body, teachers as the leading "double main body" education thought was fully embodied. In blended teaching, "learning" is taken as the center, the emphasis is on the change of teaching meaning, and the essence of learning is re-recognized and repositioned. The practice of blended teaching for business administration majors focuses on "problem" and aims to help students understand the value of learning, not only to "learn" but also to "learn".

##### **3.2.2. Online and offline integration**

The class hours of the course of business and commerce are composed of face-to-face teaching class hours and online teaching class hours. Online teaching can adopt network broadcast, online question answering, video construction and watching and other ways to learn. Teachers face - to - face to the key, difficult to explain, discuss common problems, carry out case interactive lectures. Encourage students to watch online teaching videos, check whether students have grasped the knowledge points in the videos by submitting homework and exchanging courses, and realize the organic unity of online tutoring and offline teaching.

##### **3.2.3. Improve the course evaluation method**

The reform of course evaluation mode pays attention to the evaluation of every link in the course teaching process, and attaches importance to the process learning, which consists of the network learning process, network learning effect, classroom learning effect, scoring homework, classroom performance and so on. Carry out the construction of the examination question bank of the main courses of various majors, and explore the reform of examination and assessment mode on this basis, and implement online examination or online examination.

After trial operation, teachers of business administration major in the teaching process, according to their own situation and the needs of students, make full use of familiar network tools, such as learning platform, tenxun conference, tenxun classroom, WeChat group and other online learning platforms to carry out teaching. Students communicate with teachers through a variety of interactive forms, such as homework submission, troubleshooting, learning information feedback, etc., which achieves the expected learning effect. Most of the teachers live broadcast for more than an hour each time, fully interacting with students, and integrating course ideology and politics into teaching, combining anti-epidemic cases with knowledge points, to carry out positive energy propaganda.

## **4. Problems faced by blended teaching of business administration**

### **4.1. Difficulties in online student management and poor interactivity**

Classroom teaching interaction is an effective form of teaching, in the case of mutual teaching and learning, can form a learning community between teachers and students, creative realization of teaching objectives. In the case of live network teaching, whether students come or not, whether they hang up or not is not under control. In addition, the students can not observe the response, can not achieve face-to-face teaching of one-to-many, many to many interactive effect, the management of students produce difficulties. Most adult students do not have strong internal learning motivation, and online teaching has strong requirements for students' self-discipline. If students themselves do not have enough desire to learn and do not interact with teachers, the efficiency and effect of online teaching will be greatly reduced.

### **4.2. The teaching level of live broadcasting is uneven**

Some teachers still use face to face teaching method to prepare for live class, which is lacking in teaching design, unable to meet the requirements of this teaching form, and even far from achieving the effect of face to face teaching. In addition, live teaching has certain limitations on teachers' teaching design. To ensure the realization of teaching objectives, it is necessary to have a deeper understanding of teaching.

### **4.3. The quality of teaching resources construction is not equal**

Through the teaching inspection, teachers have the problems of single resources and low quality in the construction of teaching resources. Some teachers have a very good video construction with complete elements. After students watch the video, they will surely gain something by communicating with the teacher. Some teachers' video copies of online resources did not meet the needs of students and failed to achieve the preset effect. In the past, the construction of teaching resources was used as a useful supplement for offline face-to-face teaching, but now it is not enough to be used as teaching materials for live teaching.

## **5. The improvement strategy of blended teaching**

For schools and teachers, are gradually adapt to improve this new teaching mode, and explore a comprehensive and systematic teaching program. Actively adapting to the new teaching mode can face the social development and the change of teaching mode better than passively resisting.

### **5.1. Improve the quality of teaching and research activities**

Taking live-streaming lesson preparation and teacher-student interaction as the theme of professional teaching and research activities, collective lesson preparation can be carried out if necessary to adapt to the teaching form of live-streaming. Pay attention to the teaching participation rate, improve the utilization rate of online teaching platform, take online learning resources as a useful supplement, and provide a useful supplement for online teaching. Teachers should make full use of the advantages of live broadcasting, improve their expression and communication skills, maintain the language appeal in the process of live broadcasting, try their best to show videos, let students have a live experience in class, arouse their resonance, and become an excellent "teaching anchor".

### **5.2. Teaching resource construction and training**

Schools should create conditions for teaching resource construction training, carry out collective training and professional training, explore teaching resource design schemes suitable for professional courses according to professional characteristics, learn a variety of ways of video production, and effectively improve the viewability and learnability of resources.

### **5.3. Teaching inspection to promote improvement**

The professional team leader listens to and evaluates the teachers' teaching in time, and urges the teachers to interact effectively in the teaching process and make full preparation for teaching. The online class evaluation system is implemented, and experts and professors are organized to conduct class evaluation on live teaching as a part of teaching assessment. For the teachers with poor inspection results, put forward rectification opinions and suggestions, and urge them to improve the teaching quality and improve the teaching effect. To explore the system of classroom attendance among teachers, to understand the teaching situation of teachers in time, to shape the crisis consciousness of teachers and to improve the quality of teaching by opening the door and attending classes randomly.

## **6. Conclusion**

Blended teaching creates an "online + offline" teaching mode that combines traditional face-to-face teaching with webcast teaching, which will become the direction of the future teaching mode. This mode retains the advantages of traditional classroom emotional communication and teachers can use the online teaching platform to supervise and monitor the teaching process. Students can not only use the rich network resources, repeated learning, consolidation of knowledge, but also can use the fragmented time, better arrangement of their own life and study, which is of great benefit to adult college students.

A complete blended teaching mode must be an online + offline teaching mode. Through online and offline complementary advantages and diversified evaluation methods, we can promote the sharing of high-quality teaching resources, stimulate learning motivation, improve the quality and efficiency of classroom operation, and improve the teaching effect. It can be seen that blended teaching has certain natural advantages, but its application in many subjects still needs to be explored.

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