

A Research on the Curriculum Design and Implementation Example Under the Blended Learning Mode

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Abstract—With the development of network technologies, people can use the internet to obtain more learning resources. At the same time, the learning and teaching mode make big progresses accordingly. The blended learning mode is one of the choices that deserves more effort to study. This article focuses to discuss the teaching and learning strategies of blended learning in the college English courses with the help of Ding Talk collaboration platform. It introduces the necessity and the major characteristics of the blended learning mode, then introduces some effective strategies of applying the blended learning during the process of actual teaching a learning situation.

Keywords—blended learning mode; College English learning; collaboration platform

I. INTRODUCTION

The concept of Blended Learning can trace back to 2002, when a foreign scholar, Driscoll, formally put forward the concept of blended learning, which aroused the attention of higher education. "The combination of online learning and traditional face-to-face classroom teaching is the most well-known trend in the field of higher education today. [1]" Blended Learning advocates the combination of traditional classroom face-to-face teaching (F2F Learning) and Online Autonomous Learning (e-Learning), so as to integrate Blended "teaching" and "learning" organically, which is the reconstruction of traditional teaching and learning mode [2]. The crisis of corona virus in 2020 forces hundreds of millions of students to learn at home online, which also gives us an opportunity to study and implement more online learning strategies. Thanks to the continuous efforts that the China's Internet companies put into the platform development, after many years of precipitation, Ding Talk collaboration platform can take on the responsibility of online teaching and cooperative learning. This paper will explore the advantages and introduce some strategies of online teaching.

II. THE NECESSITIES OF DEVELOPING BLENDED LEARNING MODE IN COLLEGE ENGLISH COURSE

College English, as an indispensable course in higher education, has attracted the attention of all university administrators, English educators and students. In 2018, the

Ministry of Education of China promulgated the *China's Standards of English Language Ability (CSE)* [3], which is the first English proficiency assessment standard for the Chinese EFL learners. CSE emphasizes the improvement of learners' ability of using English language and autonomous learning ability, which just challenge the traditional teaching-learning mode [4]. The necessity of applying the Blended Learning mode in the College English course is as follows:

1) *The requirement for changing the Teaching-Learning subject.* Under the traditional teaching mode, the teacher is the center of the former Teaching-Learning process, and the students inevitably lose the ability of the active learning [5]. In the class, teachers explain English grammars, word interpretation, difficult sentence patterns to students. However, the students can only listen to the lecture passively, which can't activate students' learning enthusiasm.

2) *The requirement for enriching the teaching resources.* In the traditional Teaching-Learning process, the teachers usually use text books, which is relatively slow to keep up with the rapid social development pace. While under the Blended Learning mode, the learners can easily get access to the rich resources on the Internet, which is the premise of the success of blended learning mode.

3) *The requirement for multilevel assessment.* Under the traditional Teaching-Learning mode, the assessment about the learning efficiency depends heavily on the final test paper, which is not sufficient for encouraging learning and evaluating the learning result. When taking the learning process online, the learners leave a lot of digital footprints, which can be used as the big data to assess the learning process, and encourage learning as well [6].

4) *The requirement for repositioning of the College English course.* According to the *Guidelines for College English Teaching*, the mission of the College English course begins to shift from teaching the General English to the ESP and academic English course, which requires the learners to combine the Language knowledge with the professional knowledge and skills. Blended Learning is a better way of acquiring knowledge and skills from both fields.

III. THE DESIGN OF COLLEGE ENGLISH COURSE UNDER THE BLENDED LEARNING MODE

College English course design should be systematic, which should focus on all the aspects of teaching and learning. When starting the design of the College English course, a suggested

work-flow is suggested as Fig. 1. And some advises are given as follows.

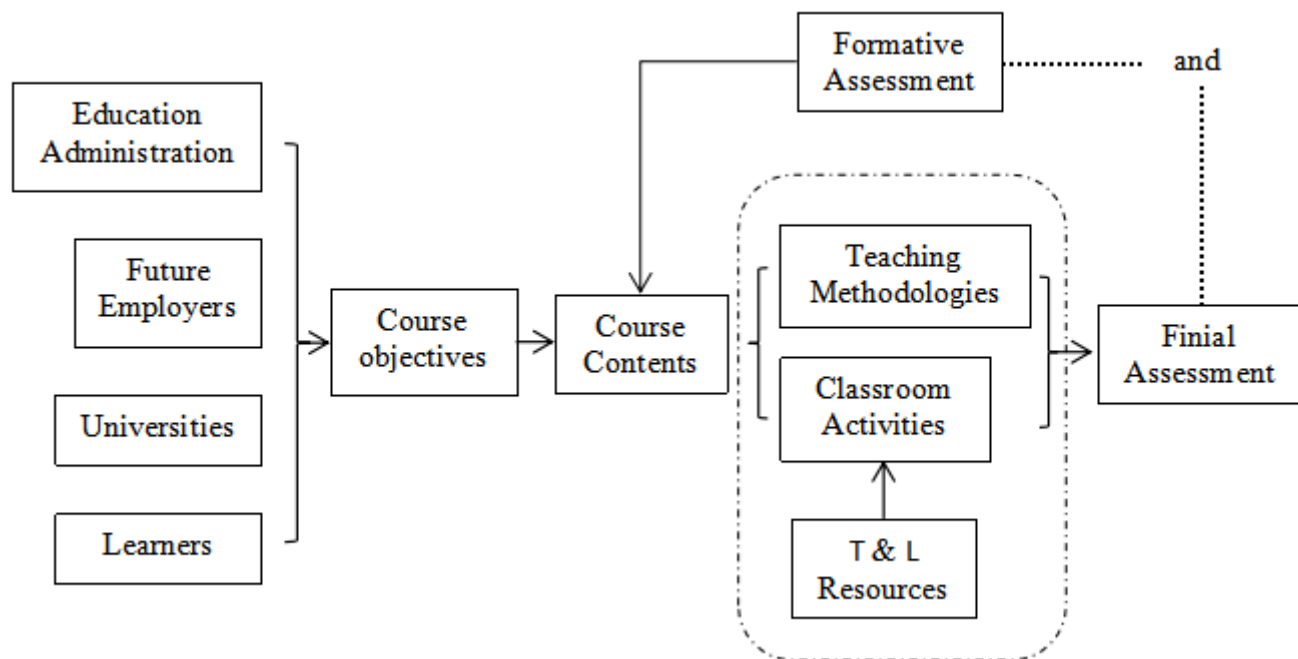


Fig. 1. The workflow of the design of the College English course

1) *To set the course objectives.* The design of the course goals should meet the exception of the education administration's, the future employers', the talents' training goals of the universities and the learners' language cognitive basis as well. With the release of the *Guidelines for College English Teaching*, the course goals should also be set with reference to it.

2) *To design the course contents.* When the course goals are confirmed, the teaching and learning contents should be designed accordingly. The contents of the course must support the course objectives, and should be proved to effectively strengthen and increase the students specific knowledge and ability according to the objectives.

3) *To design the teaching methods and the classroom activities.* The Blended Learning mode combines both the online self-study, peer working, and coaching from the teachers. Traditional teaching methodologies can be more effective with the help of the network and collaborating platforms.

4) *To provide the supporting resources.* To support the teaching and learning objectives, the teachers should provide enough learning resources to the learners. It includes teaching plans, self-learning guidance, courseware and micro-lectures, both for effective teaching and effective self-learning [3]. Those resources should include the fundamental material and supplementary material to meet the demands of learners with different levels.

5) *To assess the achievement of the course.* The assessment of the course should include formative assessment and the final assessment. The formative assessment should be designed to assess the performance and achievements of the learning objectives. It works not only as the evaluating method but also the managing tool to supervise and encourage the students to get fully involved in the learning process.

IV. IMPLEMENTATION EXAMPLES BASED ON THE DINGTALK COLLABORATION PLATFORM

Blended Learning mode is now widely used in the education field, and the research on it has never stopped. The year 2020 witnessed an unusual outbreak of the online education. Because of the COVID-19, all the students in China are forced to stay at home and start learning online, which brings Ding Talk collaborative platform to everyone. Ding Talk is a software platform developed by Alibaba Group. It's major features include keeping in touch with other users, giving classes anytime and anywhere, managing the students' information, ensuring the teaching and learning materials online. It makes the online teaching and learning easier and efficient. The users can use Ding Talk in all the aspects of teaching. Table I is an example of applying Ding Talk in a real Teaching and Learning process.

TABLE I. AN EXAMPLE OF APPLYING DINGTALK IN A REAL TEACHING AND LEARNING PROCESS

| Period | Teachers | Students | Ding Talk Features involved |
|-------------|--|--|---|
| Pre-Class | 1.To set the teaching objectives 2.To give teaching Plans 3.To upload teaching materials for different Levels 4.To give self-study requirements | 1.To get the learning objectives 2.To download learning materials of specific level 3.To do the self-study and collaborative learning before class | Announcement: To make announcements Ding Drive: To upload/download and share files DING Tasks: To post the self-study task Chat: To communicate with other users |
| In Class | 1.To conference the class and record it 2.To check any learner's class performance 3.To start a collaborative task and observe the group performance 4.To launch a vote when doing a discussion task 5.To start an online test | 1.To attend all the activities in the class 2.To actively involve in the group work 3.To share ideas and files 4.To launch questions | DING Meetings: To start online class Ding Drive: To upload/download and share files Chat: To communicate with other users Check In: To check the students attendance |
| After-Class | 1.To post assignments and check the completion reports 3.To collect\grade\recommend assignments 4.To give feedback after evaluating the students' performance 5. To give online Q&A | 1.To upload assignments 2.To share and learn from the excellent assignment 3.To replay the class recording if needed 4.To give to or get help from other learners | Announcement: To make announcements Ding Drive: To upload/download and share files DING Tasks: To post the self-study task Chat: To communicate with other users |

V. CONCLUSION

The Blended Learning mode of College English curriculum is a systematic reform project. It requires rigorous scientific research and continuous practice. When practicing the Blended learning mode in the real classroom, the Ding Talk is a powerful tool if we can use wisely. It offers many flexible features and successful cases to help both the teachers and students to achieve better teaching and learning experiences. If both the teachers and students are willing put more effort into this new form of teaching and learning mode, it will bring prosperous future of the English education.

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