

Research on Blended Learning Based on Internet Plus Education Model

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ABSTRACT

This article analyzes the influence of "Internet +" on traditional classroom teaching elements, based on the construction of a talent training program design framework, the hybrid teaching concept, and the design of hybrid teaching courses, it aims to provide reference for higher education teaching, and to establish a hybrid and diversified teaching model based on "Internet +" and conduct teaching practice through specific measures such as clarifying teaching objectives, reforming teaching and assessment methods, condensing teaching content, mining and constructing teaching resources, and innovating evaluation methods.

Keywords: *Internet Plus Education models, Blended Learning, Mixed teaching mode, Practice and exploration*

1. INTRODUCTION

Blended learning is a new type of modern teaching mode that effectively integrates offline teaching with online teaching. Students can use their spare time to study online, and combine extracurricular independent learning with education in the classroom, which can expand students' learning horizons. This modern teaching mode effectively combines the advantages of traditional learning methods and online teaching, and allow full play to teachers in guiding and supervising students. Through mixed teaching, students can get involved into the class actively, simultaneously, the class can stimulate students' enthusiasm for learning, and improve students' innovative ability. And it is also necessary for teachers to build a high-quality professional teaching team.

The concept of blended teaching is very compatible with China's quality education. When students are learning online and offline, they need to have strong autonomous learning ability. During online learning, students need to choose their study time and place independently, and complete the corresponding online assessment. In the offline teaching under the blended teaching mode, teachers solve related problems and continue in-depth discussion and research with students during class. Therefore, students need to exert their subjective initiative and collide their ideas in the class. Under the influence of the mixed teaching mode, teachers at various stages begin to reform their classroom teaching by incorporating a large number of network teaching resources into classroom teaching, and using methods such as the MOOC to help students learn knowledge. To a certain extent, it improves teachers' teaching ability, at the same time, it allows students to obtain more learning resources, expands the space for students to learn and communicate, and gives students a broad learning and communication platform, which is

conducive to improve the overall quality of talent training in China.

2. THE ESTABLISHMENT OF ONLINE TEACHING PLATFORM BASED ON THE INTERNET

2.1. Introduction to the online teaching platform

In the blended teaching, the online teaching platform is needed for online learning, so it is critical to have sufficient online teaching resources to satisfy the needs of students in various schools across the country as well as the learning and teaching needs of teachers, there are increasing online teaching platforms constructed in various places in China, which brings great convenience to the teaching of teachers and the learning of students. Students can obtain a large number of learning resources through the online teaching platform and have direct access to study with some outstanding teachers in Chinese or Foreign major universities. Teachers can also learn related teaching skills in the online teaching platform, appreciate and learn the teaching methods and skills of other excellent teachers. At present, the online teaching platforms commonly used in China mainly include the Chao Xing online teaching platform, MOOC platform and other online open course sharing platforms from local colleges and universities, where students and teachers can obtain related resources.

2.2. The function of the online teaching platform

In the online teaching platform, learners can interact with teachers and discuss with other learners. The platform can comprehensively record the student's learning progress and after-school exercises, which is conducive to the tracking and management of the student's learning situation. Besides, it can analyze the students' learning conditions, adjust and optimize the students' learning progress and content, in order to make students' learning more comprehensive and scientific, and then improve the teaching management effect of teachers. In addition, teachers can design personalized learning plans based on the characteristics of students' personal development. In the online teaching platform, teachers can make use of the various functions on the platform to create a rich variety of teaching courseware, and to guide students to learn knowledge through interactive games. It is conducive to in-class teaching innovation as well as offline teaching supplement and perfection.

3. CONSTRUCTION OF ONLINE TEACHING RESOURCES

In order to promote high-quality mixed teaching, teachers need to communicate with universities and build special online teaching resources. Based on the actual demand of teaching, combined with students' learning conditions and cognitive characteristics, teachers tend to select some online teaching resources that can both meet the teaching needs of teachers and the development needs of students. Since the current online teaching resources involve various subjects, and some resources are specifically for major universities, teachers need to choose from a rich and diverse teaching resources that suit the growth needs of students, as well as teachers' teaching content and methods. Integrating these appropriate teaching resources into the school's website can also build a teaching resource platform for junior and senior high school, which provide an opportunity for students to do their selective learning.

3.1. The design of mixed teaching

The application of mixed teaching mode can promote the reform and development of Chinese University teachers' teaching and students' learning methods, provide students with enough time and environment for personalized learning, promote interactive communication between teachers and students, and strengthen the connection between students. It is accord with the needs of Chinese Universities on innovation of talent training, and it can also promote the development of curriculum teaching system. In classroom teaching process, teachers can use online teaching resources to design a systematic and specific teaching situation. Therefore, when teachers are teaching, they need to have a deep understanding of the

value and function of curriculum teaching which can simultaneously cultivate and improve students' professional skills and enrich their relevant professional knowledge according to the relevant needs of each job position. In the process of improving students' professional ability, the students' professional quality is effectively cultivated, and the integrated development of students' morality and professional ability is promoted. Therefore, During the process of teaching design, university teachers can create specific learning situations in classroom teaching and arrange corresponding learning tasks which is able to improve the effect and quality of talent training.

3.2. Curriculum construction and resource construction

In the process of integrating the relevant resources needed in teaching under the mixed teaching mode, it is necessary to achieve the "trinity", and make full use of the multi-party subjects and resources to motivate the integration of teaching and modern technology effectively. When utilizing teaching resources, a "production-study-research" model can be built by establishing a cooperation and exchange platform among Chinese major universities, scientific research institutes, and related companies, which means the school's teaching resources and related talent training elements can be effectively integrated. It is conducive to break through the obstacles between the various innovation subjects and stimulate the vitality of talents, capital, and technology, it also can effectively promote the reform and development of education and teaching in China. It can not only promote the flow of related technologies and knowledge, but also effectively cultivate students' practical ability, build a more comprehensive and complete curriculum, and enrich the construction of related teaching resources.

3.3. Course content and implementation

During the application process of the mixed teaching mode, teaching can be carried out through the three-step method. Effectively combine the narration of theoretical knowledge with the cultivation of students' relevant skills, and the output of knowledge and skills, so that students can participate in specific practice. Case teaching method or task-driven method can be used to guide students to study and improve students' knowledge application ability. Through the construction of a resource database, students can learn effectively and independently. When teachers prepare their lessons, the efficiency of work development will also be greatly improved, which is conducive to promoting the reform of teaching in Chinese universities. When organizing and implementing online and offline teaching, teachers need to collect a large number of relevant teaching resources, design special teaching courseware and case base. When students study independently after class, they can also obtain a large

number of learning material libraries. Therefore, teachers need to organize and implement course teaching, make a comprehensive plan for the course, and do a good job in the later evaluation.

4. THE PRACTICE OF BLENDED TEACHING

4.1. Implementation of mixed teaching mode.

When applying blended teaching mode to specific classroom teaching, teachers need to update and optimize the teaching content in a timely manner according to their teaching goals and students' learning conditions. University teachers should incorporate modern and scientific educational thoughts into classroom teaching in order to cultivate students' quality and professional skills. In the planning of teaching content, teachers can divide it into basic knowledge and expanded knowledge sections, so as to meet the demand of students' knowledge development.

4.2. Practice of mixed teaching mode

By practicing the mixed teaching mode, teachers need to grasp the core content and principles of the mixed teaching mode, so that students can actively explore and think. Relevant pre-study tasks are arranged before class, and students are guided to conduct high-efficiency pre-study on the network teaching platform. Teachers can check the students' pre-study status. If students have problems in their preview about class, they can interact with teachers through the online teaching platform in time. In the classroom teaching process, students can put forward their questions from their self-directed learning, and discuss with their classmates and teachers together. More than that, in order to improve students' ability of knowledge application, teachers can organize related design competition, as their after-class assignment, to explore students' subjective initiative for creation and participation. To improve students' practical ability, university teachers can teach through internet information technology, encourage students to join national internet competition, to learn and practice through internet platform, in order to promote students' integrated development.

5. CONCLUSION

In general, the mixed teaching mode can give full play to the unique advantages of "Internet + education", which is using internet information technology combined with the teaching characteristics of various disciplines, it can teach students at different levels and promote students' personalized growth. The new curriculum reform standard requires that the individual development of students should

be promoted in the education process, and students should be taught in accordance with their aptitude. The mixed teaching mode can meet the relevant needs of modern education and teaching along with accelerate the reform and development of education in China and enhance the quality and positive effect of classroom teaching.

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