The Application of Blended Teaching Mode in Higher Vocational Colleges in the Internet Era

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Abstract—**In the Internet era, due to the great changes in the learning and lifestyle of education objects, the colleges and universities should adopt the teaching styles accepted by the education objects in the teaching process. The mixed teaching mode is an effective way generated in this context. It is worth exploring to understand the blended teaching mode and master the blended teaching mode.**

Keywords—blended teaching; student analysis; pattern design

I. INTRODUCTION

In the Internet era, everyone has equal access to information, and the way to obtain information is simple and convenient. Therefore, for current students, if they are interested in knowing the knowledge of a certain field, the way to obtain knowledge is easy. It is convenient for them to know a certain field, but whether they can learn in depth, there are great individual differences. College students have plenty of spare time and many channels to contact with the Internet, so many things are familiar for them. How to make them improve their interest in learning and study in depth is a question we should explore.

II. ANALYSIS OF STUDENTS IN THE INTERNET AGE

The current high-level students are the generations flooded by the Internet. Every day, they can get a lot of information from computers, TVs and mobile phones. No matter what knowledge and content, they can easily find them on the Internet. Students don't have much interest in the classroom teaching and feel that missing class won't influence them since they can find the knowledge on the Internet when they need it. However, the result of informationization in the Internet age is the fragmentation of modern students' learning results. Fragmented learning solves their superficial learning, but fails to solve deep learning, which leads them to have a known illusion. In order to improve students' interest in classroom learning and systemized the fragmented knowledge, the teachers all come up with unique skills. Endless informational teaching means emerged, and the teaching methods such as MOOC, micro-lesson, flipped classroom, Ketangpai, etc. came into being.

III. BLENDED TEACHING MODE

The blended teaching mode is a kind of teaching method different from the traditional teaching method. It is generated by classroom revolution of thinking about how today's classroom can attract students and how can we let students put down their mobile phones and participate in the classroom.

A. The Connotation of Blended Teaching

Blended teaching is a form of team learning. It is a teaching method to cultivate students' team spirit, cooperation consciousness, communication and coordination ability, which is not equivalent to simple online + offline learning. Blended teaching should have the following characteristics. First, this kind of teaching uses the "online" and "offline" methods to carry out teaching from the external manifestation; second, "online" teaching is not the auxiliary or icing on the whole teaching activity, but the necessary activities for teaching; third, "offline" teaching is not a copy of traditional classroom teaching activities, but a more in-depth teaching activity based on the "online" pre-learning results; forth, this "blended" is in narrow senses, especially referring to "online" + "offline". It does not involve teaching theory, teaching strategies, teaching methods, teaching organization forms, etc., because teaching itself has a broad "blended" feature. Fifth, there is no unified model for blended teaching reform, but there is a unified pursuit, which is giving full play to the advantages of "online" and "offline" teaching to transform our traditional teaching and change our classroom teaching process and solve the problem of low student initiative, insufficient cognitive participation, and excessive differences in learning outcomes among different students caused by excessive use of lectures. Sixth, the blended teaching reform will certainly reconstruct the traditional classroom teaching, because this teaching expands the time and space of traditional teaching. "Teaching" and "learning" do not necessarily have to occur at the same place at the same time. The core value of the online teaching platform is to expand the time and space of teaching and learning.

B. Comparison Between Blended Teaching Mode and Traditional Teaching Mode

Blended teaching is a teaching method that emphasizes student participation. Flipped classroom is the most

important embodiment of the blended teaching mode. Compared with the traditional teaching methods, it mainly reflects the changes in the following aspects:

Teaching and Learning: in traditional classrooms, learning knowledge is carried out in the classroom and internalizing knowledge takes place outside the classroom. The teacher allows the students to learn and accept new knowledge by introducing the new lesson and the process of knowledge explanation, and then assign tasks. The students digest the knowledge in the form of completing tasks after class; in flipped classroom, students learn knowledge outside the classroom and internalize knowledge in the class. In advance, the teacher will arrange the knowledge in the form of task. The students will study independently outside the classroom, make schedule, organize knowledge, find problems, ask questions, perform tasks in the classroom, and explore the problem. The teacher guide the difficult problems in class, give directions to the students' discussion process, sort out the new knowledge, and let the students internalize the new knowledge through the discussion and experiment process in the classroom.

Teacher-student relationship: in the traditional classroom, the teachers are responsible for preach, teach, and disabuse. The students are the learners who accept the new knowledge. The teachers actively teach in the learning process, and the students passively accept; in flipped classroom, teachers are engaged in knowledge system design, problem design, and personalized counseling. Students are learners who collect knowledge, complete various learning tasks, and answer various questions. The learning process is students active learn and raise doubts based on the teacher's standardized knowledge system design. The teacher gives personalized guidance to the students, and the learning process is active.

Requirements for teachers: the traditional teaching process is entirely completed according to the teacher's own teaching design content. Since students are unfamiliar with the content and the extension of teaching content is poor, unexpected situation rarely appears in the teacher's design. The initiative of the flipped classroom is mastered by the students. The participation of the flipped classroom is students, so their degree of participation is very high, and the extension of the learning knowledge is very strong. Therefore, the requirements for teachers are higher.

IV. DESIGN OF BLENDED TEACHING MODE

The focus of blended teaching is to enhance students' initiative in learning and the participation of students in classroom learning, rather than a simple mix of teaching methods.

A. Mistakes in the Use of Blended Teaching Mode

In order to achieve the effect of blended teaching, we should avoid the following mistakes: first, the energy of teaching design is only placed on the production of micro-lesson. The use of micro-lesson is only a teaching method. The exquisite micro-lesson design can attract students' attention to a certain extent, but this does not solve the fundamental problem. The study of students is still a passive

process. Second, the character has not been converted. In the teaching process, teachers should transform from the traditional classroom saint role to the tutor role, which must highlight the subjectivity of learning and the necessary interactivity. If the role is not transformed, the process of teaching and learning cannot be converted, and the purpose of blended teaching cannot be achieved.

B. Design of Blended Teaching Mode in Higher Vocational Education in the Internet Age

In the blended teaching mode, it is needed to pay attention to both online and offline parts, and carefully design to achieve the expected results. The construction of the teaching team is also the key to the use of blended teaching mode.

1) Choosing a quality platform or build an online open course learning platform: The use of blended teaching mode is preferred to provide students with a quality learning platform for them to consciously learn after class. When the school's faculty is not yet able to establish a quality online open course, a quality MOOC learning platform is the first choice. However, no matter how good the MOOC learning platform is, it can't be tailored according to the characteristics of the colleges, so it is a prerequisite for a blended teaching mode to improve the construction of the teaching staff of the colleges and encourage the teachers of the college to systematically construct the online open course with its own characteristics for students to learn and use according to the professional characteristics of the institute and students.

2) Clarifying teaching objectives and developing standardized teaching plans: In the information age, the way to solve students' transition from fragmented learning to deep learning is to achieve the purpose of systematic learning through the scientific setting of professional demand knowledge through the talent training program and the scientific and reasonable teaching design of professional courses.

The talent training program should aim at the professional post group, and clearly define important information such as training objectives, training specifications, typical work tasks and professional ability analysis, and curriculum system. According to the typical work tasks and their corresponding professional abilities, the law of professional growth and the law of learning, the professional ability is integrated from simple to complex and from single to comprehensive, and the corresponding professional action areas are classified, which is then converted into professional study areas to form professional curriculum programs, complete the preparation of the curriculum, and build a professional curriculum system.

The professional curriculum teaching design focuses on the professional ability needs, which is guided by the work task, and uses the project as the carrier to integrate relevant theory and practical knowledge into the project. The curriculum design decomposes the knowledge system based on project. In order to prevent students from feeling too

difficult in the process of learning, each project doesn't contain too much content, and the task layout must be operative, so that students can master the professional knowledge system in the process of completing the task.

3) Realizing the unification of teaching content inside and outside the classroom: The use of the hybrid teaching model is generated in response to the problem of student participation in the classroom, as well as the enthusiasm and initiative of the students. The form of the classroom has changed, and the role of the teacher has changed, but the importance of the classroom cannot be replaced. In the classroom, the teacher is transformed from the original person who actively infuse to the person who active guide. Through individualized counseling, each student can understand the knowledge well to complete the purpose of accomplishing the task.

In the teaching process, the content of classroom teaching, multimedia courseware, task arrangement, forum discussion, and class discussion issues should be consistent, and carried out around a certain main line. Teachers should not only pay attention to students' knowledge learning but also pay attention to students' knowledge learning and focus on cultivating students' thinking ability and sense of responsibility, to develop the teaching process centering on the professional ability.

The evaluation of blended teaching mode should focus on the student's all-round evaluation system, including the mastery of knowledge points, learning attitude, literacy, discussion process, language expression, group-based task assignment, teamwork, etc. The overall quality of students is cultivated from learning process.

V. CONCLUSION

The blended teaching mode is an effective teaching mode for all-round training of students. It can not only achieve the purpose of learning knowledge through the course design process, but also cultivate students' learning ability, humanistic quality, teamwork awareness, and professional integrity, but blended teaching is not the simple superposition of online and offline teaching. It is a subversive innovation and educational change as well as an effective means to cultivate students' deep learning, but it also raises higher requirements for teachers.

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