

Research on the Reform of Teaching Management in Colleges and Universities under the Mixed Teaching Mode

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Abstract: The hybrid teaching mode that combines online and offline is a trend of teaching reform of Chinese colleges and universities, as well as an exploration and innovation, which subverts the limitations of the time, space and teaching mode of traditional offline education in the past. The implementation of the mixed teaching model requires that the teaching management of colleges and universities should start with the top-level design, teaching and reform go hand in hand, and improve the online management and supervision mechanism of students. The use of mixed teaching mode can achieve "student-centered" teaching, and promote the deep integration of university education teaching and information technology and the teaching reform of colleges.

Hybrid teaching was first proposed in the United States. In 1999, Curtis Bonk and other scholars in Handbook of Blended Learning: Global Perspectives, Local Designs believed that hybrid teaching is a learning system that integrates the advantages of traditional teaching (face to face instruction) and computer assisted instruction (computer-assisted instruction). [1] Professor He Kekang of Beijing Normal University was the first person to advocate the mixed teaching reform in China. In 2003, He pointed out in The New Development of Teaching Technology Theory from Blending Learning: "Hybrid teaching is the combination of face-to-face learning and online learning. The advantages of traditional learning methods and online learning are combined. Teachers should play a leading role in guiding, inspiring and supervising the education and teaching process. At the same time, students' initiative, enthusiasm and creativity as the main body of the learning process should be fully reflected." [2]

Therefore, we can define hybrid teaching in this way: hybrid teaching is a teaching method that effectively uses the online network platform, combines online teaching with offline traditional teaching, integrates multiple learning methods, learning styles, learning media, learning content, etc., so as to improve learning efficiency.

1. Problems in the Teaching Management of Colleges and Universities under the Mixed Teaching Mode

The mixed teaching mode can give full play to the respective advantages of online teaching mode

and offline teaching mode in teaching, but there are undeniable problems that directly affect the teaching effect in the specific teaching practice process.

1.1. Online teaching resources

1.1.1. Online resource supporting facilities need to be improved.

Efficient hybrid teaching requires good facilities, network environment, etc. All colleges and universities have set up electronic reading rooms and multimedia classrooms, but these hardware facilities have problems such as low use efficiency, low network configuration, lagging maintenance time, and most schools can achieve the coverage of campus network, but the network signal is not very good, which often causes the network teaching can not be carried out smoothly. The effect is not very good.

On the other hand, the capacity of some existing online teaching platforms is insufficient to meet the demand of peak hours. In the epidemic phase in 2020, due to the sudden increase of huge visits to various teaching platforms across the country, network congestion, server collapse, insufficient stability of some online teaching platforms, and the running process of some online teaching platforms, the key time nodes of the course can not be accessed, stuck, delayed, and dropped, so the teaching can not be carried out normally. This increases the time cost for teachers and students to participate in online teaching, and weakens the original advantages of convenient teaching of online teaching.

1.1.2. Although online teaching resources are more abundant, it is difficult to guarantee the quality.

First of all, network resources are not very comprehensive. At present, some frequently used online teaching platforms, such as Rainclass, Superstar Learning Link and Wisdom Tree, are under construction, and there are few resources available for selection for the same course, and most course materials are not completely consistent with their own teaching content, which leads to the situation that online teaching quality is difficult to guarantee.

(1) Although the Ministry of Education has opened 24000 online high-quality curriculum resources, there are differences in the applicability of the same online education resources to students of different levels and abilities. Each university has its own talent training orientation. The existing online curriculum resources cannot fully meet the talent training orientation of some schools, and cannot meet the learning needs of students of different levels and types of universities.

(2) On the whole, the existing online curriculum resources are relatively rich in general education courses and basic subject courses. There are more types of resources at national, provincial and school levels, and teachers have more choices. However, there are relatively few online resources for professional compulsory courses and professional elective courses. Some courses have resources, and some courses do not have corresponding resources.

(3) Most online teaching resources are only for theoretical courses, while for practical courses such as sports and art, there are relatively few. Experimental courses can only carry out simulation teaching, and virtual simulation project resources are seriously insufficient, especially for professional courses. Therefore, online teaching of practical courses is difficult to implement.

1.1.3. Improper connection between offline teaching content and online teaching content

The hybrid teaching mode of combining online and offline teaching needs to use different teaching platforms, and it is difficult to form an effective connection between the relevant information of different teaching platforms, which will lead to the untimely supply of teaching resources, and

sometimes there will be excessive overlap or serious fault between online and offline teaching content. Excessive overlap will cause students to repeatedly learn the same content, which will lead to weariness, and seriously affect the teaching effect; The fault, that is, the online teaching content is not closely connected with the offline teaching content, will make the presentation of the teaching content incoherent and systematic, and will not allow students to systematically understand and master the teaching content, thus making the teaching unable to achieve the desired effect.

1.2. Student management

Under the mixed teaching mode, when students are learning online, teachers in many cases are difficult to control students' learning progress and quality, online learning time and space are not limited, students' freedom of learning is expanded, mobile phone swiping lessons, silent playing, and playing games with videos are common. Although the learning progress of the platform is good, the learning effect is hard to say, and learning stays on the surface, this has a direct impact on the later in-depth study and discussion, leading to mixed teaching in form but without effect.

1.3. Teacher evaluation system

1.3.1. Recognition of teachers' workload

When carrying out the mixed teaching mode, teachers often need to spend twice as much time and energy on preparing a course as ordinary courses, such as online live broadcast, writing course materials, making PPT, recording and editing micro videos, online question answering, question bank maintenance, unit test, homework evaluation, learning record data analysis and mining, student group discussion, etc. If there is no corresponding incentive mechanism to carry out teaching, the mixed teaching reform will only become a mere formality, without substantive content. Therefore, in addition to traditional teacher performance evaluation, online work should also be evaluated.

1.3.2. Assessment of student performance

The traditional curriculum assessment is composed of process assessment and summary assessment, and the final score is often based on the summary assessment of "one exam determines a lifetime". In this way, most of the students' assessment cannot be truly accurate, and it is often difficult to truly reflect the learning effect, and the process assessment is often a mere formality.

2. Research on the teaching management mode of colleges and universities under the mixed teaching mode

2.1. Institutional support

The strong institutional support of the school is the basic element for the smooth implementation of mixed teaching.

First of all, from the perspective of top-level design, give teachers strong policy support.

Schools should adopt incentive mechanisms to stimulate the internal motivation of teachers to implement the hybrid teaching model, give corresponding class hour subsidies or teaching activity funds to teachers who adopt the hybrid teaching model, give teachers certain compensation and incentives from the material level, and tilt the education funds to front-line teaching, so as to provide financial support and achievement rewards for teachers, and enhance the economy Recognition and reward of time and energy input.

Secondly, we should strengthen the platform construction, strengthen the investment in the

network platform and online teaching supporting facilities, improve the platform hardware configuration level, reduce the technical failure rate in the operation process, ensure the network coverage and fluency of the teaching area, use advanced multimedia teaching equipment, increase modern smart classrooms, and provide teachers with a relatively stable performance, relatively complete functions, convenient and efficient network teaching platform, So as to weaken the negative interference of the network platform to the process of "teaching" and "learning".

Thirdly, improve the quality of teaching resources.

On the one hand, the school builds a team of education big data talents, makes full use of education big data technology, provides quality assurance for the supply of teaching resources, promotes the high integration of online resources, communicates and shares high-quality resources, and forms cooperation with colleges and universities to ensure the adequate supply of high-quality resources.

On the other hand, we should build an excellent teaching team, strengthen the course construction, make full use of the team strength, encourage our teachers to record teaching videos suitable for our courses, strengthen the consistency and systematicness of teaching content, improve the connection between online teaching mode and offline teaching mode, so as to improve the integration of resources and courses, enable students to fully understand and master the teaching content, so as to achieve the expected teaching effect.

2.2. Teaching reform goes hand in hand

Through teaching reform, improve the quality of classroom teaching, promote teaching with teaching research, and promote teaching research with teaching. In this way, the effectiveness of the classroom will be greatly improved. On the basis of maintaining the level of teaching and research, with the support of school policies, teachers were helped to transform teaching and research into teaching practice, and effectively corrected the separation of "research" and "teaching". Teachers promoted the practice process of mixed teaching reform in teaching and research projects, obtained teaching and research achievements, and provided strong teaching and research support for the implementation of mixed teaching.

2.3. Improve the online management and supervision mechanism of students

The mixed teaching mode requires the combination of online and offline. In addition to classroom management, online management is also very important when managing and supervising students. In order to effectively avoid students' ability to learn, brush lessons and play with mobile phones, plagiarize homework, etc., the following measures can be taken:

(1) Improve the functions of the teaching platform, repair the loopholes in the platform, and try to reduce the phenomenon that students brush classes to cope with learning. First of all, colleges and universities should set up professional and technical personnel to maintain and update the platform, repair platform vulnerabilities, and minimize failures or teaching effects caused by technical problems. Secondly, teachers should adopt appropriate ways to strengthen the supervision of students' online learning. Online live teaching or using MOOC teaching platform, we can use big data technology to understand students' learning data at each stage, such as the length of learning video, the number of task points completed, the number of visits, the quality of homework completed, the results of small tests, the number of sign ins and effective questions raised in the live class, to strengthen the supervision of students' learning.

(2) Improve students' internal drive. The autonomy of students' learning and good motivation of learning are the key factors for the success of the mixed teaching mode reform. By improving students' internal drive, students can change from "asking me to learn" to "I want to learn", forming a lasting driving force for learning. With rich classroom contents and various curriculum forms, only

under the drive of students' independent learning can they effectively complete the learning objectives.

3. The significance of mixed teaching reform to college teaching reform

3.1. Realizing "student-centered" teaching by using mixed teaching mode

The mixed teaching management mode can realize the organic integration of traditional teaching and online teaching. In the mixed teaching mode, a new type of teacher-student relationship is reconstructed. In the mixed teaching classroom, the teacher reasonably organizes and arranges teaching activities, organizes students to learn independently, explore cooperatively, and discuss freely, guides students to actively participate in teaching activities in a relaxed, free and pleasant teaching environment, gives play to the students' subjectivity in the teaching process, promotes the communication and interaction between teachers and students, and students, so as to achieve mutual benefit between teaching and learning. Thus, it realizes the mutual unity of the teacher's leading role and the student's subjectivity, and finally accomplishes the teaching task together.

3.2. It is conducive to promoting the deep integration of college education and information technology

The hybrid teaching mode mainly uses the Internet and big data, combined with modern technical means, and integrates high-quality teaching resources to meet students' various learning needs anytime, anywhere.

The hybrid teaching mode organically combines the traditional classroom teaching with modern online teaching. The teaching content is more open and comprehensive, the teaching forms are more flexible and diverse, and the teacher-student interaction is more in-depth and effective. This requires the continuous integration of information technologies such as artificial intelligence and big data technology, which will be more conducive to the integration of teaching resources for students' learning, and comprehensively track and analyze the students' learning process and effects, Realize the intellectualization, accuracy and personalization of teaching process and teaching evaluation.

3.3. It is conducive to promoting the teaching reform in colleges and universities

The mixed teaching mode aims to explore a more detailed and accurate learning mode. In 2019, the General Office of the Ministry of Education issued the Notice on the Recognition of 2019 National First class Undergraduate Courses in Offline, Online and Offline Mixed and Social Practice, in which it was pointed out that mixed teaching should be regarded as one of the forms of world-class undergraduate curriculum construction, and carrying out mixed teaching has become a new content of teaching reform in universities.

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