

# *Practical Research on Mixed Teaching Mode in Non-Academic Training in Colleges and Universities: Taking the Sommelier Training Program of Beijing Open University as an Example*

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**Abstract:** The current non-academic vocational education and training should actively carry out the theoretical and practical research of "internet plus Vocational Education". How to create a personalized, profound and meaningful learning experience and improve the learning effect and teaching quality by using blended teaching in non-academic training programs needs continuous exploration. The sommelier training program of Beijing Open University is student-centered, guided by exploring the theoretical model of the community, and adopts interactive and collaborative mixed teaching by combining mobile technology, online teaching and face-to-face teaching, which can effectively improve learners' satisfaction and have positive effects on improving students' practical skills and ability to solve problems based on real problems or situations. Blended learning has a remarkable effect in improving students' sense of self-efficacy and stimulating their interest in learning.

## **1. The Research Background and Practical Significance**

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) points out that "continuing education is an educational activity for all members of society after school education, especially adult education, and it is an important part of the lifelong learning system. It is necessary to update the concept of continuing education, increase investment, focus on strengthening human resource capacity building, and vigorously develop non-academic education." Non-academic vocational education and training in colleges and universities is an important way for members of society to learn for life, and it has become an indispensable part to realize educational equity, meet individual needs and adapt to social development. <sup>[1]</sup> At present, the non-academic continuing education and training model based on "internet plus" presents a diversified, socialized and real-time development trend. Non-academic vocational education and training should conform to the trend, change ideas, be brave in innovation, and explore the theoretical and practical research of "internet plus vocational education".

At present, Beijing Open University is actively exploring the development and transformation. The school puts forward that non-academic education should be combined with academic education. Under the guidance of this idea, the international sommelier training program actively explores the application of online education means to improve the traditional vocational training mode and enhance the learning effect. The international sommelier training program of Beijing Open

University is jointly organized by Beijing Open University and China Campus of Cafa Wine Institute of France. The two sides have established a joint training base for sommeliers, which provides sommeliers with Grade 1 and Grade 2 training and ppv sommelier courses for wine lovers and people in the industry.

Traditional wine training programs have many contents, a large amount of memorization and a heavy cognitive load. Because time is tight and the task is heavy, the class focuses on teaching tasting skills, and the basic knowledge can only be passed by. In the process of learning wine, students have to face a lot of information such as producing area, variety, planting and brewing, which is difficult to digest and absorb in a short time in the traditional face-to-face teaching mode. Wine learning also involves many languages, and it is difficult to remember varieties and producing areas. The students are all adults, and most of them are difficult to fully preview before class because of the prominent contradiction between working and learning, which will inevitably affect the efficiency of attending classes. One day's wine tasting course is just like a cursory tour. During the training of sommelier project in our school, through communication with the students, we learned about the difficulties faced by the students and their needs. How to further enhance learners' experience and promote the real occurrence of effective learning is a problem that the training team has been thinking about. The host of the project had many exchanges and discussions with experts in the wine industry, such as the president and teaching director of China Campus of Cafa Wine Institute, and agreed that in order to improve students' learning efficiency, wine education in the future must be combined with online to meet the high demand of learners at this stage.

The current "Internet+Education" also allows us to refocus on blended teaching. However, there are still many problems to be solved in the current mixed teaching. For example, does the current blended teaching have new connotations? Is there a model to follow in mixed teaching? How to carry out the practice and research of blended teaching? How can we ensure the success of blended teaching? There are no ready-made answers to these questions, and we need to actively explore them in practice. [2] The development of non-academic training is based on the quality of teaching, and the measurement of teaching quality cannot be based on test scores, and the market is the best touchstone. The effect of wine teaching and training has a great influence on word-of-mouth communication in the industry. Therefore, actively exploring the mode of blended teaching in non-academic training is not only helpful to enrich and develop blended learning theory, but also plays a vital role in improving students' learning effect, improving teaching quality and creating word-of-mouth so as to promote the development and growth of non-academic training.

## 2. The Main Content of the Study

The research group's understanding of blended teaching is to pay attention to what support blended learning provides to students' learning and what changes it brings to students from the perspective of students. Wine mixed teaching should create a profound and meaningful learning experience for students.

The "internet plus" stage should start from the students' perspective, take students as the center, and adopt the way of combining mobile technology, online and face-to-face teaching. Whether blended learning can bring changes to students and create a truly highly participatory and personalized learning experience for students is the main content of our research. Therefore, the research group started from three aspects: first, recording online lectures on the basic knowledge of wine for students; second, conducting persistent research on wine topics on WeChat group; and third, deepening students' understanding of wine through face-to-face lectures.

The practice and research analysis of blended teaching can be carried out from three dimensions: readiness, design and implementation, and influence. In terms of preparation, it starts with the attitude and ability preparation of institutions, lecturers and students. Under the background of "Internet+Education", this paper explores how the teaching team can make full use of online and

offline resources and conditions to solve the pain points of students in the learning process, make teaching more effective and create personalized, profound and meaningful learning experiences.

Garrison, Anderson and Archer put forward the Community of Inquiry model in 2001. Based on years of mixed teaching practice and constructivism theory, this model puts forward three key elements of mixed teaching-social presence, teaching presence and cognitive presence. [3] These three presences work together in the dynamic learning process, which can create a profound and meaningful learning experience. Based on the theoretical framework of Community of Inquiry, the research group started with the role of social presence, cognitive presence and teaching presence in improving students' learning experience, conducted overall research and design, explored and verified the effectiveness of the model, and explored a better training path for sommelier training.

### **3. Research Method and Process**

The object of this study is from the WeChat group of wine lovers in Beijing Open University. This group has both on-campus teachers and off-campus personnel. There are not only group friends who have obtained the primary certificate and have a certain understanding of wine, but also group friends who have only tasted wine but don't know much about the basic knowledge. Being able to join the fans shows that they are eager to acquire knowledge about wine. This group is also easy to be transformed into junior and intermediate students of sommelier courses. In this study, interviews were used to find out their knowledge of wine, what difficulties they had in their learning experience, and what form they hoped to get support and help to improve their level and ability. We use the method of literature to study the related literature of blended learning. By combing the concept, characteristics, mode, framework and comments of blended teaching mode, we adopt a model suitable for wine training projects, improve the teaching design, and make an overall design from project preparation, design implementation and learning effectiveness evaluation. Using questionnaire survey method and referring to Coi questionnaire, the questionnaire suitable for this project was redesigned, and the effect was studied and analyzed from the attitude and recognition of the students.

#### **3.1. Research on Students' Needs**

At the beginning of the project, interviews were used to understand the knowledge level, personal preferences and puzzles of wine lovers, and their cognition of wine was obtained by observing and recording the exchanges and interactions between participants. In this way, we know that students pay more attention to the variety, grade and quality of wine, which makes it necessary for us to cover these contents in the course design to meet the needs of students. In addition to the knowledge level, relevant research has also been carried out on learning methods. The interviewee said that he hoped to get to know the basic knowledge of wine through various channels before he formally enrolled in the class, and hoped to experience it through offline lectures and tastings.

#### **3.2. Theoretical Analysis of Literature**

With "non-academic training" and "mixed teaching" as the key words, the research group conducted literature retrieval in cnki, and selected research hotspots and key articles for literature analysis. By studying the literature repeatedly, this paper analyzes the current situation of mixed teaching and the characteristics and needs of non-academic training. Randy Garrison and Norman Vaughan pointed out that it is the core of blended learning to make learners more engaged in learning. In essence, blended learning is a teaching reconstruction process with the important goal of improving the level of learning input. Ma Jing and others pointed out that how to create an effective mixed teaching environment, improve teachers' teaching behavior and promote learners' learning input level is an urgent problem to be solved in today's colleges and universities to

effectively carry out mixed teaching. It is particularly necessary to construct a teaching design framework that can promote learning engagement in mixed teaching environment. <sup>[4]</sup> Fang Qimei and others think that there is still little research on the influence of community theory framework on teachers and students' teaching and learning behavior in mixed learning environment, and whether it can achieve the purpose of improving students' learning. <sup>[5]</sup> Therefore, the research team discussed from two aspects: (1) Whether the teaching based on the theoretical framework of inquiry community has a significant effect on improving students' academic performance. (2) From the perspective of teacher-student interaction, discuss the changes of learners' learning behavior in three dimensions under the framework of exploring community theory, and then judge whether the new teaching not only improves students' grades, but also improves students' learning quality.

Feng Xiaoying and others combed the research status of blended teaching at home and abroad, analyzed the evolution of the concept of blended teaching, and pointed out that blended teaching has developed from the previous stage of technology application and technology integration to the "internet plus stage" after 2013. The application of mobile technology has been included in the concept of blended teaching, and blended teaching has evolved into a "teaching environment based on the combination of mobile communication equipment, online learning environment and classroom discussion".<sup>[6]</sup> Blended teaching should create a truly highly participatory and personalized learning experience for students. Blended teaching requires the preparation of institutions, teachers and students, and the redesign of teaching mode and strategy. According to its physical characteristics, the blended teaching mode can be divided into three categories: offline-led blended teaching, online-led blended teaching and fully integrated blended teaching. From the teaching dimension, it can be divided into lecturing, autonomous and interactive/collaborative teaching. At the level of design and implementation, the Community of Inquiry has great influence. Garrison and others put forward three key elements of blended teaching-social presence, teaching presence and cognitive presence based on their years of blended teaching practice in Athabasca University. Only when these three kinds of presence reach a high level can effective learning take place. Social presence is defined as learners' ability to identify with the curriculum. Learners can communicate meaningfully in a trusting environment and develop interpersonal relationships through the full display of personality characteristics. Cognitive presence describes the process in which learners acquire meaning construction and understanding through continuous reflection and discussion. The central element of this model is teaching presence, which means that teachers or some learners help learners to realize their personal meaning construction and educational learning results through designing and organizing teaching activities, promoting conversation and direct guidance. These three presences work together in the dynamic learning process, which can create a profound and meaningful learning experience.

Blended instructional design emphasizes the concept of learning community, which holds that learners share information and construct knowledge collaboratively through face-to-face activities, online activities and dialogues. Therefore, the design of mixed teaching activities should consider which roles are involved in the learning community, how these roles are divided, and how these roles interact. For example, in mixed teaching, how teachers and students interact in face-to-face and online activities; How to group students, how to interact between groups, what specific rules are there, and how to cooperate to support students to achieve their learning goals; How the learning community promotes the development of learning in different stages of teaching and learning; How do the teaching managers in the community formulate policies and regulations, and what resources and infrastructure are provided to support teaching and learning. A variety of technical media resources and tools will be used in blended learning, and these tools and resources have different meanings for different activity situations. How teachers choose appropriate tools to support specific activities is very critical for designing activities. In the group cooperation activities in blended learning, teachers should consider who makes the rules of the cooperation process, what they include and how to supervise the implementation of the rules. How to complete the learning task in

groups, how many roles the group members have, and how to divide the work are all factors to be considered when designing activities.

### **3.3. Preparation before Class**

#### **3.3.1. Preparation of Institutions**

The focus of blended teaching is curriculum design, but for teaching institutions, to carry out large-scale blended teaching, it is necessary to meet various needs in infrastructure, teachers, personnel and technical preparation. As a representative of promoting the practice and research of blended teaching reform at the institutional level, Graham believes that educational institutions should go through three stages to promote blended teaching: awareness/inquiry, adoption/initial implementation and mature development. At present, colleges and universities in the United States that carry out blended teaching reform are still in the transitional stage from the first level to the second level. Beijing Open University is a distance higher education institution with complete infrastructure, technology and personnel. It has accumulated rich experience in mixed teaching and has the ability to carry out mixed teaching. These have laid a foundation for the development of mixed non-academic training.

#### **3.3.2. Teachers' Preparation**

Blended teaching puts forward higher requirements for teachers' ability. Teachers need to be clear about the direction of educational reform and development, have the ability of open collaboration, have the ability of reflection, improvement and innovative communication, and also have the ability of data thinking and practicality, teaching strategies, management of mixed learning experience and application of teaching tools at the technical level. Online teaching is not a traditional classroom move. Teachers need to understand the theoretical framework and teaching methods of online teaching and blended teaching, and need practical experience to continuously improve their teaching methods. Teachers of Beijing Open University are proficient in online courses and online live broadcasts based on Moodle, and they can not only use the gensee classroom live broadcast system dedicated to the school, but also skillfully use Tencent conference and Tencent classroom to carry out online live broadcast teaching. Through years of exploration and accumulation, communication, sharing and mutual assistance with colleagues, the ability of mixed teaching has been developed and improved.

#### **3.3.3. Students' Preparation**

What kind of learning effect and satisfaction learners can achieve in blended teaching depends to a great extent on whether they are prepared for blended learning. Including autonomous learning ability, practical management ability, maturity and sense of responsibility, the ability to apply information technology and so on. Most studies show that students, especially adult learners, have an open and positive attitude towards blended teaching and blended teaching environment. Adults have clear learning motivation and like to apply what they have learned. Clear learning objectives and positive learning attitude are the powerful guarantee of learning effect. Wine training and teaching can solve the most practical problems they encounter in their lives, for example, how to avoid buying wine, how to judge the quality and value of wine, and how to choose for personal use.

## **4. Design and Implementation of Mixed Teaching**

### **4.1. Mixed Teaching Mode**

To carry out blended wine teaching needs to redesign the course, create a positive and

collaborative learning experience for students on the basis of mastering the course content and students' needs, and help students actively build their own understanding of knowledge through active participation in learning. The basic knowledge of wine classification, brewing, storage, matching, etc. is difficult for students to digest and absorb if they only rely on one training or several lectures. Based on this, we think that these contents should be decomposed, passed on to lovers silently in long-term online communication, and jointly constructed in communication and interaction through mobile learning. In terms of being familiar with variety characteristics and mastering tasting skills, it is necessary to carry out corresponding special lectures, led by lecturers, and master them through continuous practice in class. This mode is online, which can be called online dominant mode. Considering from the teaching dimension, interactive/collaborative mixed teaching is adopted.

## **4.2. Teaching Design Based on Inquiry Community Model**

### **4.2.1. Social Presence**

The three elements of social presence are emotional expression, open communication and group cohesion. The wine lovers group of Beijing Open University is a community of wine lovers, which was established in October 2018. After more than a year of online irregular communication and offline lectures and tasting meetings, the group members are familiar with each other and have established a mutual trust relationship. In addition, most of the activists who love to participate in activities and discussions are colleagues, so the atmosphere of open communication is better. The research group is thinking about how to create an environment full of trust and conduct meaningful exchanges, so as to fully display the students' personality characteristics and develop interpersonal relationships. In the communication of WeChat group, we consciously use various means according to the training content, such as sharing and communicating with words, pictures and voices, forwarding wine videos, forwarding practical WeChat official account articles, etc., to constantly stimulate everyone's interest in wine. The growth cycle of grapes is one year. Whether it is budding in spring or harvesting in autumn and winter, there are always some knowledge points that will trigger everyone's enthusiasm for discussion. For example, in Bordeaux, France, when grapes germinate in spring, the scene of braziers or pictures of frozen buds in vineyards can arouse enthusiastic discussion and find out several methods often used to prevent frost. Topics begin with interest, attract more people to participate in the discussion, and maintain a certain frequency. Combined with some hot spots in the wine circle, supplemented by themed lectures, such as organizing sparkling wine tasting in summer, organizing Syrah special tasting in autumn and winter, etc., or the theme of ice wine in winter, there are always fresh and interesting wine topics to share, so as to build a vibrant community. Chatting is not a one-way indoctrination, but under the guidance of topics selected by the research group, it stimulates the enthusiasm of group friends to share, thus generating more topics and building a wine knowledge reserve together in common sharing, discussion and exploration. If some students are very interested in sweet wine, then guide them to have a positive discussion on sweet white sparkling wine, German iced wine, late harvest, noble rot sweet wine and so on; Some students hardly drink sweet wine, but are only interested in dry red wine, so guide the production area, style, variety characteristics and brewing methods. In addition to in-depth discussion on some major topics, daily words about wine, facial expressions, etc., can also let everyone learn knowledge in a cheerful atmosphere while laughing easily.

### **4.2.2. Cognitive Presence**

Cognitive presence refers to the degree to which learners construct meaning through continuous reflection and dialogue in critical research communities. Learners gain meaning construction and understanding through continuous reflection and discussion. It includes four stages: triggering

events, exploring, integrating and solving. Define a problem or task, trigger students to enter the learning state, analyze and integrate different viewpoints and understandings on the basis of exploring relevant information or knowledge, determine the solution to the problem, and finally solve the problem. The research group once shared a picture of a frozen grape hanging on a vine and a bottle of German ice wine on WeChat group, which attracted many group members to participate in the discussion. It's winter, so it's appropriate to discuss the topic of ice wine. This is a discussion triggered by pictures of ice wine. Many people's impressions of ice wine may originate from Canada, so the topic begins with the countries that produce ice wine. Different groups of friends have seen and drunk ice wine from different countries, and soon formed a unified understanding of the countries where ice wine is produced. How did ice wine come into being? Is the ice wine produced by artificially frozen grapes a pure ice wine? Are the prices of iced wine very high? Is the cheap ice wine on Taobao real ice wine? In the process of discussion, the research group did not put all the knowledge it knew into the group, but "added fuel to the fire" at an appropriate time to promote in-depth and extensive discussion of the topic. From the source of ice wine, the raw material source, production cost, laws and regulations, and production technology of ice wine are discussed clearly. With the deepening of the discussion, the questions raised have been answered one by one. In the process of exploration and integration, some previous misunderstandings have been corrected and some doubts about ice wine have been solved.

#### 4.2.3. Teaching Presence

By designing and organizing teaching activities, we can promote conversation and direct guidance, and help learners realize personal meaning construction and educational learning results. The establishment of critical inquiry learning community needs proper cognitive presence and social presence, and ultimately depends on teachers' teaching presence. On-the-spot teaching refers to the design, promotion and guidance of learners' cognitive process and social process, with the aim of realizing learners' learning effect with personal significance and educational value (Anderson et al., 2001), including three sub-categories: teaching (course) design and organization, dialogue promotion and direct guidance. Teaching (course) design and organization refers to setting course content, design method, establishing time series, effectively using media and establishing network communication etiquette. The research group set the course content as preparatory level, that is to say, to prepare for the first and second-level training of sommeliers. Therefore, in the course content, it mainly focuses on the definition, brewing, storage and collocation of wine. Because these knowledge contents are carried out faster in the training class, it is difficult for students to digest a lot of information at once without a certain foundation. Preparatory courses can set a perfect foundation for the first-level courses of sommeliers, which is the key link to introduce students into the wine world and plays a preheating role in the development of non-academic training. In the teaching design, highlight the advantages of mobile learning, combined with offline lectures. We believe that non-academic courses should be practical and have the characteristics of "short, flat and fast", so the research group did not build online courses, but gave full play to the advantages of mobile learning, and conducted four live broadcasts using Tencent classroom, namely, the definition and brewing of wine, classification and purchase, opening a bottle and sobering up, storage and drinking, for students to look back. Daily communication is mainly based on WeChat group, which makes full use of fragmentation time and reflects the convenience and flexibility of learning and communication. In the lecture part, the topics of sparkling wine, Riesling, pinot noir and Syrah were set up respectively. Let the students have a preliminary direct feeling about the characteristics of grape varieties, and learn the methods and skills of opening bottles to sober up.

Promoting dialogue refers to setting up a learning environment, attracting participants, initiating discussions, identifying consensus or differences in this field, reaching consensus or understanding, and evaluating the effectiveness of the process. Today, with the popularity of mobile learning, WeChat group has become the second classroom. The research group set up Beikai wine lovers'

WeChat group for the purpose of exchanging knowledge and information about learning wine, which has a very clear purpose from the beginning. In the process of discussing learning, we downplay the concept of teaching, but we discuss it equally and create an atmosphere of relaxed communication. The discussion and construction of knowledge comes from everyone's active participation and enthusiastic discussion. We found that some continuous and in-depth communication topics of WeChat group are often triggered by pictures or articles. For example, a group friend who is just getting started has posted many pictures of VCE (European Union table wine) for several days, claiming to constantly experience and find a good wine that suits his taste. Every friend who loves wine may have a similar experience and want to find a good value wine that suits him through continuous experience. However, in this process, you need to learn relevant background knowledge, and it is not worthwhile to learn the judgment value to make your goals more accurate, otherwise it can only be trial and error. This group friend's practice triggered a response from friends who know something about wine, pointing out that VCE is the lowest grade of EU table wine, and its quality level is low. If you just look in this circle, most of the time it is useless. This led to the discussion and thinking about wine grading system and quality judgment. Taking Bordeaux wine in France as an example, the division and connotation of AOC, IGP and VDF grades are becoming more and more clear in the discussion, and we also have an understanding of the means of confusing and false propaganda by some online merchants. Through this discussion, many group friends can benefit from it, because everyone can gather and exchange information from different sides to form a relatively complete and clear understanding, which is of great help to clarify the wrong statement and establish a correct concept.

Direct guidance refers to presenting contents and problems, diagnosing misunderstandings, focusing discussions on problems, summing up reflections, confirming understanding through evaluation and explanatory feedback, and solving technical problems. Sparkling wine is a complicated topic. In the communication with group friends, it is found that beginners often confuse champagne with sparkling wine, and then they don't know the taste and brewing varieties of champagne, so they are often surprised to learn that champagne is not always sweet and red grape varieties can also be used to brew champagne. Similar to this kind of thematic and systematic knowledge, we think we can use direct guidance. Let's start with the basic brewing process and let everyone distinguish between still wine and sparkling wine. Then focus on the brewing process and differences of traditional method, transfer method and tank fermentation method. Through the explanation, we can know that the common sparkling wines in the market include French champagne, Italian Prosecco, Spanish cava, and Italian moscato sweet sparkling wine, etc., and the sparkling wines can lead to different sweetness levels, and the style characteristics of the wine can be confirmed by observing the wine label. In this way, learners will no longer regard all sparkling wines as champagne, and can buy their favorite sparkling wines online according to their own budget and taste.

In a word, the main tasks of teaching on-the-spot are to create and set up course content, design learning activities and methods, set up time series of learning activities, effectively use communication media, organize, monitor and manage purposeful critical dialogue and collaborative reflection activities, diagnose misunderstandings and needs through direct guidance, and give students timely feedback to ensure the expected learning effect. On-the-spot teaching encourages learners to become explorers with metacognitive awareness and metacognitive strategies in online collaborative inquiry.

## 5. Research Results

The Exploratory Community Scale developed by Arbaugh et al. (2008) has become a reliable tool to measure the teaching presence, social presence and cognitive presence in online learning and blended learning courses. <sup>[7]</sup> Domestic scholar Lan Guoshuai and others compiled the corresponding



Chinese version of the scale accordingly. [8] The research group used the scale for reference, and combined with the actual operation project, reduced the options to 12. The content was not completely copied from the Chinese translation version, but was compiled in consideration of the understanding habits of the respondents, and was revised after feedback from several colleagues. By spss test, Cronbach  $\alpha$  coefficient value is 0.728, indicating good reliability. The research group analyzed the survey results from three dimensions: social presence, cognitive presence and teaching presence.

### 5.1. Analysis of the Results of Social on-the-spot Investigation

The three elements of social presence are emotional expression, open communication and group cohesion. First of all, 42.11% of the learners agreed with the question that “online communication or network-based communication is an excellent medium for the wine community to communicate with each other”, and 5.26% of the learners strongly agreed. The data add up to nearly half. This shows that a considerable number of groups welcome online communication and are willing to communicate in this way. Online communication has become an important channel. The neutral learners account for 36.84%, which shows that this group of people do not object to the online way. The people who disagree account for 15.79%, which shows that a small number of learners still prefer the traditional offline communication channels. Generally speaking, online communication has become a major trend, and it is imperative to build an online communication community. Secondly, regarding the question “I feel very comfortable to exchange wine knowledge through WeChat group”, 63.16% of the learners are satisfied, and 5.26% of the learners are very satisfied, which shows that nearly 70% of the learners can freely express their feelings and communicate openly in the communication of WeChat group. 10.53% disagreed, which may be caused by saving face, fearing that the question is too simple, or the discussion can't get in the way. 21.05% of the learners remain neutral. Generally speaking, most learners can freely express themselves and feel comfortable in WeChat group communication, which reflects that this is an environment full of trust, based on which they can show their personality characteristics, which also lays the foundation for further developing interpersonal relationships. Finally, “I feel relaxed when I participate in wine course discussions and interact with other lovers”, and 42.11% of them agree with this question very much, and 47.37% agree. This data is very convincing, and 90% of learners are willing to discuss learning together in a relaxed and cheerful atmosphere, which shows that everyone has a high ability to identify with the community of curriculum learning.

### 5.2. Analysis of the Results of Cognitive on-the-spot Investigation

Cognitive presence refers to the extent to which learners construct meaning through constant critical reflection and dialogue in the inquiry learning community. Garrison divides cognitive presence into four stages: triggering, exploring, integrating and solving. [9] First of all, “lectures and tasting activities inspired my curiosity about wine”. For the answer to this question, 47% agreed and 47% strongly agreed, and only one disagreed. It shows that wine lecture or tasting activity is a high probability trigger event, which can make learners realize the problem. It also shows that they still have a lot of confusion about wine and have a sense of confusion in the face of wine. At the same time, this opportunity also aroused their curiosity and triggered the motivation for further exploration. “I am motivated to explore questions related to the content of wine courses”, and the proportion of satisfied and very satisfied answers is 58% and 26% respectively. It shows that most people are willing to enter an exploration stage. For example, when we do tasting exercises, we score tannins, acidity, balance and so on, exchange our own experiences, how to grasp the scale, and achieve an internal relative standard based on common cognition through information exchange with others. The answer of “Reflection on the course content and discussion helps me to understand

the basic concepts of this course” accounts for 68% and 26%, accounting for 94% together, which shows that the integration of information through discussion and reflection has achieved good results. “Brainstorming and searching for relevant information helped me solve the problems related to the course content.” 68% and 11% agreed and strongly agreed, respectively, accounting for 79%, indicating that most learners’ concerns were finally solved.

### 5.3. Analysis of the Results of on-the-spot Investigation in Teaching

Teaching presence refers to the design, promotion and guidance of learners’ cognitive presence and social presence, and finally realizes the learning effect of learners with personal significance and educational value. It includes three aspects: teaching management, building understanding and direct guidance. The answers to the question “The lecturer clearly conveyed the important course objectives” account for 37% and 58% respectively, indicating that 95% of learners can master clear learning objectives, such as wine definition, classification, brewing, storage, opening bottles, sobering up, wine matching and so on. “The lecturer clearly conveyed the important dates/schedules of the learning activities.” For the answer to this question, 42% agreed and 58% strongly agreed, indicating that all learners are aware of the teaching arrangement. The combination of the two shows that the teaching management is basically set properly. “The lecturer encouraged me to explore new ideas and ideas in the course.” 68% of the respondents agree with this question, and 32% agree with it very much, which shows that the lecturer is helping learners to build understanding, which has been felt by all learners. “The lecturer helped me to participate in fruitful discussions.” The proportion of people who agree with the answer is 58%, and the proportion of people who agree very much is 42%. It shows that the instructor can help learners review knowledge, grasp important and difficult points, extract error-prone points and give timely feedback through direct guidance and other means, which is the key to building understanding. “The lecturer's actions have strengthened the development of my awareness of learning community”, and the proportion of agreeing with the answer is 58%, and the proportion of agreeing with the answer is 42%, which shows that teaching on the spot has played a positive role in cultivating reflective thinking and advanced thinking.

## 6. Conclusion

Under the background of “Internet + Education”, in order to explore the role of blended learning in non-academic training, the project team took the non-academic training of wine as the starting point, based on the investigation of students’ needs and the theoretical analysis of literature, and adopted the online-led blended teaching mode to explore. Through this research, we found that in wine teaching and training, under the guidance of exploratory community theory model, adopting online-based interactive and collaborative mixed learning mode can effectively improve learners’ satisfaction, and applying mixed teaching to vocational education has positive effects on improving students’ practical skills and solving problems based on real problems or situations. Compared with traditional training, blended learning has obvious effects in improving students’ sense of self-efficacy and stimulating their interest in learning.

This project is aimed at wine lovers in WeChat group, and the teaching process is relatively loose. There is still much room for improvement in the atmosphere of learning community, the collaborative construction of knowledge and the teaching arrangement. It is suggested that when conditions permit, we should recruit students and arrange classes, make more careful and reasonable teaching plans, rationally distribute teaching contents, conduct more in-depth research within a reasonable teaching cycle, and verify the teaching effect from more dimensions, such as comparative analysis of pre-and post-test results of wine knowledge and interview analysis of students.

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