

Reform and Research based on Mixed Teaching Mode in Higher Vocational Colleges

Ming Yang^{1, a}, Jiangxia Yu^{2, b}

¹Chongqing College of Electronic Engineering, Chongqing 401331, China

²Chongqing Chemical Industry Vocational College, Chongqing 400020, China

^a270562627@qq.com, ^b6735892@qq.com

Abstract. With the rapid development of information technology, the talents cultivated in the traditional classroom teaching mode of higher vocational colleges can no longer meet the needs of society. New teaching methods such as large-scale online courses, flipped classrooms, and micro-lectures have provided traditional classroom teaching. The model has had a huge impact. This teaching model is called "hybrid teaching". How to get rid of the shackles of traditional education and teaching modes in higher vocational colleges and take advantage of the flourishing sail of vocational education informatization to achieve the reform of the mixed teaching model has become the key to transforming talent training models.

Keywords: higher vocational colleges; mixed teaching; teaching reform.

1. Introduction

In recent years, with the social and economic development of our country and the continuous progress of science and technology, all industries in our country have encountered new situations and new problems in the actual development process. This not only makes various industries in China strengthen the use of high-tech equipment and technologies in the actual development process, but also leads to high requirements for the comprehensive quality and skill level of practitioners in various industries. Against this background, vocational colleges and universities in China have gradually reformed teaching methods and concepts, and finally promoted the development of mixed teaching. Based on this, the comprehensive quality and professional skills of vocational college students in China have been promoted. It can better adapt to the development of the times, promote its own employment, and promote the orderly progress of China's social production.

2. Overview of Blended Teaching Mode

Blended teaching is a combination of online and offline teaching methods. The so-called online teaching is a teaching method in which a teacher records a micro-lesson video under the class, and transfers knowledge to students through mobile terminal equipment, Internet communication technology, and other methods. The online education and teaching platform can impart knowledge in different fields and levels to students, which can be an excellent video teaching courseware suitable for different education levels. Students can enter the platform at home, parks, cafes and other venues to choose the platform that suits them. Learning videos. Offline teaching is classroom teaching. Where classroom teaching breaks through the basic content of traditional lecture courses, offline teaching is more to consolidate the knowledge learned by students, solve students' problems, and focus on cultivating students to master practical ability and creative thinking expression ability. At present, with its own advantages, blended teaching has been favored by teachers in higher vocational colleges in China, and gradually applied to the actual teaching process, and has received good results.

3. Development of Mixed Teaching Mode in Higher Vocational Colleges

3.1 Classification of Blended Teaching Courses

The types of mixed courses can be Mu classes, micro-classes, national quality courses, quality video public courses and quality resource sharing courses. The fundamental combination of online and offline teaching is the reform of teaching models. This is also the teaching of "flipping the classroom", and the form of MO lesson and micro-lecture can become a better carrier of "flipping the classroom".

3.2 Combination of MO, Micro, and Flip Class

MOOC is a large-scale open network course, which extends the course from campus classrooms to national and global schools through the network. The micro-lecture can be a relatively independent piece in the Mu class, or it can be a small piece made separately for a knowledge point in a course. The length is generally 5-10 minutes. Students watch the lessons or micro-lessons through the lessons, learn the basic knowledge and skills, and communicate and discuss during the lessons, thereby achieving the "flipping the classroom" method. Mu classes and micro-classes are not only a means to supplement and assist teaching in traditional classrooms, but are guided by a new learner-centered teaching concept. "Passive learning" new classroom model and new teaching landscape. Therefore, the exploration of new teaching modes and the study of MOC and micro-learning teaching methods should become the main topics of co-construction and sharing in the creation and application of MOC and WeChat. Among the difficulties and challenges is how to deal with the complex relationship between online courses and the innovation of reality courses, and the exploration of the flipped classroom that reflects the mixed teaching mode is an important path.

3.3 General Process of Mixed Teaching Mode in Higher Vocational Colleges

First, students learn online courses by themselves, watch instructional videos, take notes, consult various references, and complete homework and unit tests for online courses. Secondly, students complete the "Peer Evaluation" of the online course unit test and raise doubtful questions and questions designed by the teacher in the "meeting class". The teacher organizes class discussions at different levels. In the process of solving these problems, Guide students' learning. Then, the teacher presents several extended or in-depth questions, organizes classroom discussions, and improves the thinking quality of students in solving problems. Teachers can help students organize summaries and reviews in the "Meeting Class" before taking the course exam online. Some colleges and universities can also organize their own school's offline exams and calculate according to a predetermined ratio, giving each student the overall evaluation score of the course.

4. Reform of Blended Teaching Mode in Higher Vocational Colleges

4.1 The Realistic Foundation of the Reform of Blended Teaching Mode in Higher Vocational Colleges

With the gradual integration of information technology into all areas of social production and life. In the actual development process of higher vocational education in China, on the one hand, it is necessary to strengthen the training of talents with basic information technology capabilities, so as to ensure that students in higher vocational colleges can better adapt to the needs of the development of the times and promote student employment; On the one hand, higher vocational colleges have also strengthened the introduction of computers and information technology, thereby promoting the informationization and intelligence of higher vocational teaching, improving teaching efficiency, and promoting the formation of teaching tasks and goals. Against this background, higher vocational colleges in China have strengthened the construction of informatization infrastructure, vocational education special websites, and informatization courses,

and have gradually promoted the development of vocational education resources. The emergence of this situation provides a realistic basis for the development of mixed teaching in higher vocational colleges in China, enabling teachers in higher vocational colleges to use digital campus networks for practical teaching.

With the popularity and development of mobile phones and smart tablets, schools in higher vocational colleges in China can easily conduct relevant learning with the help of intelligent learning mobile terminals, thereby enabling students to learn at any time and any place, as well as relevant knowledge points. Consolidation, and this has laid the foundation for the development of mixed teaching. Not only that, in this process, the vocational college teachers and related managers also need to strengthen the guidance for students, so that students can correctly use intelligent learning terminals to learn, communicate and collaborate, and finally promote Realization of teaching tasks.

With the development and application of information technology, higher vocational colleges can use this technology to promote the integration of teaching resources and promote the improvement of teaching effects of related majors. In the context of informationization, higher vocational colleges in China have gradually strengthened the construction of open network teaching platforms and realized the development of network teaching resources. All these have promoted the continuous improvement of the online learning support service system, thus laying a foundation for the mixed teaching in higher vocational colleges. At this stage, the online learning support service technology of higher vocational colleges in China is gradually developing, and finally meet the diversified learning needs of learners.

4.2 Measures of the Mixed Teaching Mode in Higher Vocational Colleges

In the current environment, if higher vocational colleges want to improve the quality of talent training and their social adaptability, the first task is to implement reform measures consistent with the laws of education on the basis of comprehensively reforming their own education concepts, and to integrate vocational education concepts and information. The ideas of deep integration of technology and classroom teaching are effectively mixed, and a comprehensive teaching reform combining face-to-face classroom teaching and digital learning is implemented at the college level.

Professionalism, as the core of higher vocational education activities, is the basic unit of teaching organization activities, and is an important factor related to the brand construction and future development of higher vocational colleges. To carry out the blended teaching reform, we must first deconstruct the curriculum under the existing "discipline system", break the hierarchical relationship between the courses under the original discipline standard, and abandon the curriculum system under the discipline standard. Disadvantages of light knowledge. Then, according to the actual professional situation of the students 'future work, we should carry out an action-based restructuring of knowledge, make a reasonable combination of time and space freedom for professional courses, and use the rich teaching resources of the Internet to design and develop digital learning resources that support students' autonomous learning. , So that students' knowledge and skills learning is no longer limited to the fixed place of the classroom.

Constructing the teaching design and implementation process supported by the new concept the design and implementation of the teaching process is an important prerequisite and important link of the course teaching. At the same time, as the ultimate end point of the reform of the mixed teaching model, each teacher needs to participate in it, Classroom teaching is carried out based on the hybrid concept of teaching design and teaching process implementation. First of all, through a preliminary analysis of the course, the learner's learning style, initial ability, and starting point of teaching are determined, the selection and development direction of teaching resources and teaching content are clarified, and the optimal ratio of online and offline school hours is determined. In this process, we must focus on the detailed discussion and analysis of teaching content, teaching resources, and different learning characteristics and learning conditions of learners to ensure that the teaching content and resources designed during the development of mixed teaching activities can satisfy different learners. According to the needs, the distribution of online and offline knowledge

content can effectively link the students' knowledge and skills, and finally achieve the teaching goals. Second, design mixed teaching resources and activities. Divided into two aspects, one is to carry out online learning resources and activity design. Online learning is different from the traditional classroom teaching. It is a form of learning with the main features of students' self-construction of knowledge by participating in online activities with the help of rich learning resources. Therefore, in the design of teaching activities, teachers need to the conclusion of the previous analysis is that the knowledge content that needs to be studied online is carefully divided, and the learning units of online learning activities are identified. Based on this, the study task design is carried out according to the teaching goals, and the learning activities are detailed into clear and operable learning tasks, so that students can use the task as a guide to carry out learning activities step by step and construct knowledge independently. Combining the characteristics of higher vocational education, the design of online learning resources needs to pay more attention to interaction, so that students can use network resources to carry out virtual practice training. The second is the design of offline learning resources and activities, which need to maintain a close relationship with online course resources and activities. With a variety of teaching methods, carry out teaching activities such as question answering, heavy teaching and intensive teaching. Finally, the design of blended learning evaluation is carried out. The evaluation of blended learning should focus on the process and results of online and offline learning. It is necessary to break the shortcomings of the unity of traditional teaching evaluation, comprehensively understand students' online and offline learning performance, and attach importance to the combination of process evaluation and summative evaluation.

5. Summary

The Internet-based mixed teaching mode combines the advantages of online and offline teaching modes, effectively avoiding the shortcomings of online teaching and classroom teaching, and has achieved initial results in teaching practice. It is a major reform of higher vocational education and teaching reform. direction. How to deal with the challenges brought by online learning, solve the problems existing in traditional education, and reform the existing teaching models and methods will be a major issue facing future research in the field of education and teaching. Higher vocational education should also take this as an opportunity to strive to explore new ideas and methods of modern vocational education, continuously adapt to the needs of social and economic development, and make due contributions to Chinese future development.

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