Pisco Med Publishing

Original Research Article

A Design on Blended Learning to Improve College English Students' Higher-Order Thinking Skills

Jing Ji

Kyungnam University, Department of English Education, Korea, Masan, 51767

Abstract: With the rapid development of the information age, students' learning and thinking have been greatly changed. The focus is to use current information to assist college English teaching, and break the limitations of traditional classroom teaching with modern information technology. At the same time, promote students' autonomous learning, and cultivate students' ability to discover, analyze and solve problems by themselves. The requirements of the new English curriculum fully reflect the importance of blended learning and higher-order thinking abilities. This study aims to promote College English Students' higher-order thinking ability and clarify the design idea of mixed teaching mode supported by information environment. The paper analyzes the development situation of blended study mode, summarizes the design principle of blended study mode. It constructs the blended study design mode of training of higher-order thinking ability.

Keywords: Blended Learning; Higher-order Thinking Skill(HOTS); College English; Blended Teaching Design

1. The Current State of Development of Blended Teaching Models

Blended teaching models are mainly divided into three stages: before, during, and after class, often with learners watching online videos before class, teachers' guiding students to conduct in-depth discussions during the course, and students exploring and reflecting after class. Other research has focused on the blended learning environment, blended learning strategies, and blended learning evaluation, with less study conducted on the overall composite learning design based on a particular objective. There are also problems in the process of blended learning, such as the focus on building online video resources to the neglect of the overall design of blended learning; the focus on the reform of teachers' teaching to the negligence of students' learning; the focus on knowledge-based teaching design to the neglect of thinking, ability and interest-based teaching design.[1]

2. Design Principles for Blended Learning

2.1 The Student-led Principle

In the traditional classroom, the teacher controls the classroom, and the learners are passive listeners, making it challenging to develop Students' learning abilities. In today's world, new teaching philosophies have brought about a new teacher-student relationship, and the student is the main subject. A student-centered teaching model meets students' aspirations for learning. It enables students to participate effectively in learning, feel the fullness of education, and create the conditions for deep understanding to take place from the students themselves. It makes the requirements for more profound knowledge take place.[2]

2.2 Communication and Interaction Principle

Communication and interaction play an essential role in the whole activity. What drives the entire teaching model and learning forward in an orderly way is the establishment of good relationships between teachers and students, students and students, and students and resources. Under a blended learning environment, teachers answer questions and solve problems by explaining knowledge and solving practical problems. Teachers design developmentally appropriate learning resources to facilitate effective interaction between students and access to resources. Teachers design developmentally appropriate learning resources to facilitate effective interaction between students and access to resources and maximize learning resources' effectiveness. In the construction of this model, to combine online and offline so that communication and interaction are uninterrupted and break through the boundaries of time and space.[3]

2.3 Shared Learning Principle

In today's online environment, learners have an increasing number of learning platforms to choose from and a wide variety of learning resources. Each learner is not only the acquirer of learning but also the processor of learning. Therefore, in a blended learning model, learners must follow the principle of sharing learning resources. In terms of access to resources, students can share the knowledge they have acquired in various forms and expand the knowledge of their peers. In terms of processing resources, teachers can guide students to think outside the box to create and design their work and share it with others to learn from each other's strengths and weaknesses. The students will be able to share their resources in class and those they have developed outside of class.

3. A Blended Teaching Design for Higher-order Thinking Skills

Higher-order thinking is the core of the process by which students solve complex problems and acquire higher-order knowledge.

doi: 10.18282/l-e.v10i4.2553

[4] It corresponds to Bloom's educational objectives of higher-order thinking. Cognitive processes include analysis, evaluation, and creativity. The three key points of blended learning are the core objectives, learning experience, and scaffolding.

3.1 Core Objectives Design

The core objectives are an essential foundation for blended learning and teaching. They are different from traditional educational purposes such as knowledge and skills, process and methods, and emotional values. They are designed to develop students' higher-order competencies, such as innovation, problem-solving, communication and cooperation. Once the core objectives have been defined, they should be refined into specific, implementable, and consistent with the most recent development.[5]

3.2 Learning Experience Design

The learning experience is a crucial determinant of a blended learner's ability to stay through the course. If the learning content is provided without any design, learners can quickly feel isolated and uninformed. This can lead to disruptions. Therefore, the learning experience is based on four main approaches: the design of inspiring topics and situations, the design of learning models and strategies, the design of overall learning activities, and the design of blended learning pathways. The primary purpose of inspiring topics and scenarios is to motivate learners, inspire them to think, and enter into a state of learning.[6]

3.3 Scaffolding for Learning Design

Scaffolding for learning is a set of activities that Vygotsky proposed in the NDA theory. It is a series of exercises that teachers use to help learners achieve their goals. The main components of the scaffolding are: Firstly, the refinement of learning activities. Based on the improvement of the program, activities will be matched to each of the objectives and activities. The activities are identified by name, purpose, duration, requirements, instructions, evaluation, and rules. Secondly, learning assessment is carried out through diagnostic, formative, and summative assessments concerning refined objectives. Thirdly, learning support design. Learning support includes pre-determined academic and non-academic support in the early stages and a mix of educational support in the later stages. Taking into account the whole blended learning process, the design of learning support should be holistic. Fourthly, creating learning resources and tools is the final step in designing a blended teaching model. Learning resources are designed to serve students' learning better and should be distinguished from teaching and learning tools.[7]

4. Conclusion

To improve student thinking, innovation, and comprehensive ability, the paper designed the teaching model to promote higher-order thinking ability. It also analyzes the development situation of blended study mode, summarizes the design principle of blended study mode, and constructs the blended teaching model. Composite mooching mode is the product of the deep integration of information technology and education teaching. It can improve teaching effect, and has an essential effect on students' higher-order thinking ability.

References:

[1] Nickerson, R.S.Enhancing creativity. Sternberg, R.J.(Ed.), Handbook of the invention [M].Cambridge: Cambridge University Press,1999:88-103.

[2] Miri & David & Uri.Purposely Teaching for the Promotion of Higher-order Thinking Skills: A Case of Critical Thinking [J]. Res Sci Educ,2007(37).

[3] Dillon, J.Perspectives on environmental education-related research in science education. International Journal of Science Education[J].2002(24).

[4] Dewey, J.How we think A restatement of the relation of reflective thinking to the educative process[M]. Boston: D.C. Heath and Company,1933:1-301

[5] Kali Y, Linn M C. Technology-enhanced Support Strategies for Inquiry Learning[M]. Spector M J, Merrill D M, Merrienboer V, et al. Handbook of Research on Educational Communications and Technology (3rded, 145-161) , New York: Lawrence Erlbaum, 2008.

[6] Papadopoulos P M, Demetriadis S N, Stamelos I G, et al. , The Value of Writing-to-learn When Using Question Prompts to Support Web-based Learning in Ill − structured Domains[J]. Educational Technology Research & Development, 2011, 59(1): 71-90.

[7] Kauffman D F, Ge X, Xie K, et al. , Prompting in Web-based Environments: Supporting Self , monitoring and Problem-Solving Skills in College Students[J]. Journal of Educational Computing Research, 2008, 38(2): 115-137.