



The Design and Research of Blending Teaching Based on the Network Teaching Platform

Yang Cui*

Cui Yang Harbin University of Science and Technology Heilongjiang 150080

Abstract: With the advent of the "Internet +" era, the network teaching platform has become an important learning resource in higher education. In order to comply with the social development trend and meet the needs of new curriculum standards, the innovative use of blending teaching mode in teaching can greatly improve the teaching efficiency and level. This paper focuses on the design and research of blending teaching based on the network teaching platform.

Keywords: Network Teaching Platform; Blending Teaching Mode; Teaching Design And Research

In the network information age, the development of all industries progresses towards digitalization and informatization. The application of network information technology in the field of education breaks through the limitation of the traditional teaching time and space and activates classroom atmosphere, but the network technology can only be regarded as an auxiliary means, it cannot directly replace the main land of the classroom in teaching. In order to realize the organic combination of traditional classroom teaching and online teaching, the blending teaching mode appears, which greatly improves the teaching effectiveness. Next, some thoughts on the application of blending teaching mode based on the network teaching platform are discussed.

1. Advantages of blending teaching mode

1.1 Realize the high unification of online and offline teaching

Blending teaching mode has achieved the organic combination of "online teaching" and "offline teaching", has broken through the limitation of traditional teaching time and space, and has made full use of high-quality teaching resources on the Internet. At the same time, offline classroom teaching has changed the disadvantages of dispersion and freedom of pure online teaching. Teachers and students can discuss and communicate through the online and offline methods anytime and anywhere, which helps teachers master students' learning situation and give targeted guidance.

1.2 Realize the organic combination of "personalized learning" and "targeted guidance"

The blending teaching mode fully respects the dominant position of learning in teaching. Teachers guide students to make full use of their fragmented time to carry out independent learning based on the network platform, preview and review according to their own needs. Besides, in the process of classroom teaching, teachers can carry out targeted guidance and teaching based on students' self-study condition, answer questions and solve puzzles according to students' problems, fully arouse students' learning enthusiasm and initiative, and cultivate students' creative thinking ability.

1.3 Carry out targeted optimization of "teaching" and "learning" behaviors

As students' learning progress and learning states are recorded in detail and comprehensively counted by network teaching platform, teachers can design and optimize the classroom teaching activities based on students' actual learning behavior, and students can understand their own learning progress through the platform, their gap between themselves with other outstanding students, and strengthen their learning, so that can fully grasp the relationship between "teaching"

Copyright © 2020 Yang Cui

doi: 10.18282/le.v9i4.1063

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

and "learning", build the good relationship between teachers and students, and then make targeted improvement of the teaching quality and level.

2. The design path of blending teaching based on network teaching platform

2.1 Clarify the teaching path

Firstly, optimize the course structure. Network teaching platform is an important carrier for the realization of blending teaching mode, therefore, it should give full play to its role in teaching. Network teaching curriculum structure should coordinate with classroom teaching contents and their progress should be in accordance with each other to achieve the optimization and supplement of classroom teaching. In general, the online course structure should include modules such as course introduction, online learning discussion, assignment, and testing. Secondly, improve teaching resources. Teachers should collect and integrate texts, videos, audios, question banks and other materials according to the needs of the curriculum structure, and transmit them to the teaching platform for students to study independently anytime and anywhere. Teachers should also pay attention to the design of case analysis, topic discussion, tests in the class and other activities to enrich the teaching content and improve the teaching quality. Thirdly, adjust teaching strategies according to teaching feedback. Teachers should regularly test according to the use of network teaching platform, evaluate the rationality of online course design, check whether the online learning time is reasonable, whether the task is too much, and timely adjusting the online teaching plan according to the feedback effect of students. As teachers, they should effectively master the students' learning progress, update the teaching content and innovate the teaching methods, so as to continuously improve the effectiveness of blending teaching.

3. Specific countermeasures of blending teaching design based on the network teaching platform

3.1 Preview before the class

Firstly, preview videos: Compared with traditional texts, preview videos are small in size, large in capacity and rich in information, which can easily stimulate students' learning interest and concentration. Teachers can make teachers' explanation and experts' adoption into about 10 minutes of micro-video by using relevant video software, which can help students preview. It can not only relieve the fatigue of concentration for a long time, but also greatly improve the efficiency and quality of preview. Secondly, online tests: They aims at testing students' preview results, students' problems when learning, and asking students to complete the test at the end of the preview. The test should not be too difficult for students' confidence. Teachers can also clarify the focus of classroom teaching according to students' test results, further optimize the classroom teaching time and content to improve teaching effectiveness. Thirdly, cooperative discussion: At the preview stage of new lessons, according to teaching contents of the new chapter, the teacher may publicize topics or themes, organize students to discuss through the network teaching platform, leading students to express their suggestions and views by the method of posting comments. Teachers and other students in the class also can undertake thumb up or reply to students' words, which forms complementation with offline class discussion, fully mobilizes students' learning enthusiasm, also can build a harmonious relationship between teachers and students to improve the quality of teaching.

3.2 Study in the class

Firstly, online roll call: In order to improve the attendance rate of students, teachers can launch roll call activities through the network teaching platform and conduct positioning through the GPS system, so as to prevent fake attendance, which lays a solid foundation and premise for the final assessment of students' attendance. Secondly, give test and assessment in time: In the process of online teaching, teachers can use smart phone to launch tests on the network platform, which mainly tests students' mastery of the knowledge teachers explain in the class. Teachers can also use the network platform to comprehensively and objectively test each student's results and time of answering the question, which enables teachers to timely grasp the students' learning situation, effectively save the classroom checking time in traditional offline teaching, can also timely adjust the teaching progress and way according to the results of the

students' feedback.

3.3 Review after the class

Firstly, teaching courseware: They generally cover multimedia courseware and supplementary learning materials. First of all, multimedia courseware saves students' time of taking notes in class and gives them a lot of time to listen to lectures. Secondly, supplementary learning materials include case studies, documents and open online courses, etc. Students realize the sublimation and deepening of in-class learning and improve the effectiveness of learning through the study of these resources. Secondly, homework after the class: Teachers complete homework arrangement and correction through network teaching platform, which is conducive to improving the role of homework after class. First of all, innovate the forms of homework. For example, homework that needs to be done independently by students, and homework that needs to be done in groups; Another example, teachers need to correct the homework and students need to evaluate the homework, and so on. Teachers upload the homework requirements and evaluation standards to the platform in advance, so that students can fully grasp the points lost in their own homework, and can objectively and fairly evaluate other students' homework, and in the process of correcting homework, effectively master the knowledge points. Secondly, teachers should actively share excellent assignments and tasks on the network platform for students to watch and learn, and guide students to improve their attitude and quality of homework.

4. Conclusion

To sum up, the blending teaching mode is an effective and unified online and offline teaching mode, which fully respects students' dominant position in teaching, arouses students' learning enthusiasm and cultivates their creative thinking ability. As teachers, when using the blending teaching mode, they should actively adjust the curriculum structure, improve the teaching content, and timely do the teaching design work of previewing before the class, teaching in the class and reviewing after the class, so as to give full play to the role of the blending teaching mode and promote the overall development of students.

References

1. Wu Hao. Blending Teaching Design of Business English Translation Based on Network Teaching Platform [J]. *Campus English*, 2018 (10): 32-33.
2. Sun Tieyu. The Research on Blending Teaching Mode Based on Moodle Network Teaching Platform [J]. *Contemporary Continuing Education*, 2017, (006): 88-92.
3. Wang Ling/Chen Tongbin. The Application of Blending Learning in Organic Chemistry Based on Network Teaching Platform--A Case Study of the Information-Based Teaching Design of Acetaldehyde Property [J]. *Chemical Engineering and Equipment*, 2015 (01): 27 + 230-232.
4. Li Yihui/Zhu Yingjing/Wang Xiaopin. The Application of Blending Teaching in the Course of Structural Mechanics Based on the Network Teaching Platform [J]. *Journal of Education and Career*, 2012, (032): 144-145.