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Blended Teaching Mode and Practice under the Background of "Internet +": Case Study of Economics

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Abstract: With the booming development of Internet technology and the increasing of online learning resources, the attraction of traditional teaching mode is gradually decreasing. How to design teaching mode to arouse students' interest in learning is a major challenge for educators. This paper constructs a blended online-to-offline teaching mode based on SPOC, takes Economics as an example to explore the design and organization of blended online-to-offline teaching process and the assessment of learning results, in order to provide reference for blended teaching in universities. The paper gets the following enlightenment, the blended teaching mode can achieve learning effect as the traditional teaching mode, but it can improve students' learning enthusiasm and initiative.

1. Introduction

With the development of Internet technology, network learning resources are increasingly rich. Students can get more and more knowledge from the Internet, which also gives rise to new challenges for teachers' classroom teaching. It has become an important issue for the traditional teaching mode to catch students' interest in learning, improve students' enthusiasm and autonomy in learning, realize the transformation from teacher as the centre of class to student as the centre of class, and improve the teaching efficiency. Therefore, it is an opportunity for educators to solve these problems by integrating Internet education resources and offline teaching resources under the background of "Internet +", and to realize the blended teaching mode under the new situation. It is the general trend for teachers to use the online-to-offline blended teaching mode to change the traditional teaching methods, to achieve student as the centre of class, and to improve the quality of education by the differentiated and personalized guidance in the background of "Internet +".

The blended teaching course is a blend of the online and face-to-face course, and substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings [1]. The blended teaching mode can be divided into three types: offline leading blended teaching, online leading blended teaching and fully integrated blended teaching [2]. Blended teaching will enhance students' participation, meet students' personalized learning needs

and realize the students in-depth learning needs [3], which makes more and more colleges and universities actively respond to the reform of blended teaching mode. This will puts forward to new requirements for teachers in teaching preparation, teaching design and implementation. This paper takes Economics as an example to construct a blended teaching mode whose centre is the students, aiming to provide reference for the practice of blended teaching.

2. Construction of Blended Teaching Mode

The blended teaching mode generally includes three stages: independent learning before class, classroom discussion and consolidation after class. Self-study before class belongs to independent learning according to the requirements of teachers, including learn videos, PPT and other learning resources by the online platform. Discussion and learning by teacher-guided and student as the centre in class belongs to group learning and mutual assistance learning stage, which is offline. After class learning is online learning process through practice, platform communication and other ways to consolidate the learned knowledge. In the course design process, teachers not only pay attention to the knowledge points and the overall framework of knowledge, but also pays attention to mobilize students' learning initiative, so as to achieve the purpose of realizing the in-depth learning for the students.

2.1. Autonomous Learning Stage

According to teaching arrangements, the teachers push teaching video, PPT, learning resources to students in pre-class learning, so that students can learn knowledge points more flexibly in time and space, understand the knowledge content, and complete the supporting practice of teaching video. The teachers accurately understand the progress of the students' learning by checking the relevant data records online, and supervise and urge students who have not completed their learning tasks. By analysing the students' test results, the teachers can find out the students' weakness on knowledge points in the learning process, and provide the basis for targeted teaching in the classroom. However, it is difficult for students to understand the logical correlation between the course framework and some knowledge points, which can be done in offline course.

2.2. Classroom Learning Stage

In a face-to-face class, the teachers can divide the material into four modules as follows. First, the teachers analyses and explains the key points and the difficult points in the online courses, so as to make students get them. Secondly. According the key points and the difficult points of every class, teachers put forward several cases. Students are divided into groups to discuss questions, analyse questions, get conclusions, and a student in each group shows their conclusions. Learning enthusiasm and activity of learners are improved by a cooperative learning way to strengthen the interaction between students. Thirdly, the teacher explains common problems found in pre-class testing. In addition, teachers should teach the overall framework of the course, the connections between the frameworks and the knowledge points in each chapter, so that students can understand and master the knowledge.

2.3. Consolidation and Feedback Stage

Teachers can assign homework for every class and give feedback in time, in order to make students review and consolidate the knowledge points. There should be a test every time when students complete a chapter of the course. If there are still doubts about the knowledge points that have been

completed, students can realize in-depth discussion and communication in the discussion area of the network platform.

3. The Practice of Blended Teaching Mode -- Taking Economics as a Case

3.1. Course Introduction

The case involves 77 students who enrolled in 2019 and majored in accounting at Heilongjiang Bayi Agricultural University. The SPOC is co-authored by the Economics group which the author works in, including record, case, curriculum resources, base, etc. In this case, the blended teaching mode mainly adopts offline leading blended teaching, that is, the face-to-face teaching, communication and discussion is dominant mode, supplemented by online teaching and mobile technology-based teaching [2].

3.2. Teaching Implementation Process

The blended teaching mode in this course is divided into three stages: pre-class, in-class and after-class. In the first lesson of the course, students are divided into some groups based on the voluntary in order to facilitate the discussion and collaboration, and there are 4-5 students in each group.

Independent study in pre-class. The teacher pushes course resources before class, including teaching videos, exercises on videos, etc. The students complete the tasks assigned by the teacher, and the teacher observe students' mastery of knowledge by monitoring the test results. At the same time, students in each group work together to collect information on the topics assigned by the teacher for discussion and presentation in the following offline classes.

Interactive learning in class. First of all, the teacher explains the key points and the difficult points of the knowledge in every class. In order to involve students actively in class, the teacher throws out some topics when related to economic, and the students refer to the materials in class and answer them in the form of rush response.

Secondly, the students discuss in groups. The teacher put forward several cases, or the cases can be put forward by the students. They analyse and discuss by their groups, find out the theoretical basis and the mechanism of Economics, and put forward the corresponding countermeasures to solve the problem, come to their conclusions. Students of other groups ask questions, the whole group is responsible for answering, and finally the teacher comments on the questions.

Thirdly, the teacher explains knowledge points that is the mistakes made by the students in the homework exercises. The common problems are explained according to the error rate of the answers, while the individual problems are explained as appropriate.

Fourthly, there will be an offline class allocated for each chapter and the last lesson, in order to build the logical framework relationship between knowledge points in each chapter and the whole course content. It can improve the lack of systematic knowledge caused by knowledge fragmentation, and facilitate learning and memory.

Fifthly, students are trained to solve calculation problems in offline courses.

Feedback learning after class. After the offline courses is completed, teachers will assign online homework to understand how students have mastered the knowledge points they have learned. At the same time, students can ask for help on the knowledge points and questions they don't understand in the discussion area of Super Star learning APP, and teachers and others can discuss and answer the questions.

3.3. The Assessment of Learning Results

On the one hand, this course is mainly composed of offline for blended teaching mode. On the other hand, in order to be able measure academic mastery of each student for Economics basic concepts, basic theory, analysis and calculation ability, ability to apply theory to solve practical problems, the paper score is 70% and the daily score is 30% in this course. In order to comprehensively evaluate students' abilities on independent learning, data retrieval, problem analysing and solving, and collaboration, learning and testing is 10%, homework is 10%, and class discussion and show is 10% in the daily score. Especially, the scores of classroom discussion and show include teacher's score, in-group score and inter-group score.

4. Conclusion and Enlightenment

Since the implementation of blended teaching in Economics, the blended teaching mode improves students' classroom participation and satisfaction. Through the online learning before class, the interactive learning in class and the feedback learning after class, compared with traditional teaching, blended teaching enhances students' ability to analyse and solve practical problems with the theory they have learned, and improves their autonomy in learning and enthusiasm for classroom learning. In the process of implementing the online and offline blended teaching mode, the following enlightenment has been obtained.

4.1. Achieving the Course Objectives

The blended teaching mode, as same as traditional teaching, can finished the teaching requirements in the syllabus. The knowledge consolidation was further strengthened through self-study in the online, teaching of key points and difficult points, students' self-analysis and demonstration in the offline, after-class feedback etc. Despite a 30% to 79% reduction in class time, the learning effect are almost the same in both traditional and blended classrooms [4], that is, blended instruction is just as effective as traditional instruction [5].

4.2. Fostering Students' Interest in Learning

When designing blended teaching mode, more attention should be paid to improving learners' control ability, stimulating social interaction and foster learning climate [4]. Which will enhance the student's interest in classroom learning. In the blended learning process, the students are required to actively participate in group activities in order to obtain higher academic performance, which is a reverse incentive mechanism. When the students actively analysing problems, solving problems and demonstrate independently in the course in order to get a higher score in daily scores, it can improve the students' enthusiasm in class. In addition, question-and-answer in discussion area, can enhances the interaction between students and teachers, and enhance the students' interest in online learning.

4.3. Enhancing Students' Learning Autonomy

Instead of muddling in the traditional curriculum, the students are actively involved in class activities in the blended teaching mode. Successful participation in blended learning courses requires some self-regulation skills: organization, discipline, time management, skills in using technology to support learning, and self-efficacy in controlling one's own learning process [4]. Online learning requires students to study independently. Therefore, it is necessary homework

reminders and online assessment of the learning process are necessary for students to form the incentive in blended teaching.

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