

Construction of Hybrid Teaching Mode Based on the Guidance of "Golden Course"

Lin Hu

Jilin University of Finance and Economics, Jingyue Street, No.3699, Changchun, Jilin Province, China

27844208@qq.com

Keywords: Golden Course; BOPPPS; Hybrid Teaching

Abstract: Under the background of the Internet era, the hybrid teaching mode has received unprecedented attention. At the same time, the "golden course" has been written into the documents of the Ministry of education for the first time, "it is imperative to eliminate the water course and create the golden course". Based on the continuous improvement of teaching quality, combined with the advantages of boppps teaching model and hybrid teaching model, this paper constructs a hybrid teaching model of sustainable improvement and explores a new model of golden course construction.

Introduction

On June 21, 2018, Minister Chen Baosheng of the Ministry of education put forward the concept of eliminating "water course" and building "gold course" at the conference of undergraduate education of Chinese universities in the new era. The construction of "golden course" has also become the goal and direction of many front-line educators in Colleges and universities. With the development of the Internet era, college education is faced with many pressures, such as changing the teaching subject, improving the quality of courses, enriching teaching means, and completing evaluation indexes. How to turn the pressure into the driving force and make good use of the opportunities in the Internet era to promote the level of higher education is a realistic problem that needs the front-line educators to ponder at present. As for the golden course, Wu Yan, director general of the Higher Education Department of the Ministry of education, further said: the golden course can be attributed to the gender once. Gender refers to high-level, innovative, and at one time refers to the degree of challenge. At one time, the purpose of gender education was to cultivate students' comprehensive ability and advanced thinking in solving complex problems, while strengthening the innovation of curriculum content, teaching form and learning output.

Improve the difficulty and evaluation standard of the course. Compared with the old teaching thinking, backward teaching methods and unscientific course quality control of "water course", the construction of "gold course" puts forward higher requirements for teachers. Under the background of Internet era, the rise of hybrid teaching mode is helpful for teachers to re-establish teaching thinking, enrich teaching means with information tools, and meet the needs of students' personalized development. Hybrid teaching mode is an efficient teaching mode with complementary advantages of traditional classroom teaching and online teaching. However, in the three teaching processes of "on the front line", "under the middle line" and "online after class", offline teaching often depends on the teachers' personal ability and intention. Without a reasonable teaching system and continuous improvement mechanism, it is difficult for teachers to grasp students dynamically Learning situation, which leads to the offline link easily become the weak point of the whole teaching process. The construction of the continuous improvement system of hybrid teaching, the realization of teachers' accurate grasp and timely adjustment of students' learning situation in various stages of hybrid teaching, has a direct impact on the improvement of teaching quality and the success of golden course construction.

The Principle of Constructing the Mixed Teaching Mode of Sustainable Improvement

1. Taking OBE As the Guiding Ideology

The educational concept of OBE was first put forward by Spady in the United States in 1981. It is a structural mode of organizing, implementing and evaluating teaching activities centered on students' expected learning output. The OBE concept advocates the transformation of the education mode with "teachers as the main body" and "teaching content" as the guidance to the thinking mode with "students as the main body" and "learning achievement output" as the guidance. The focus of OBE concept in the teaching process is "output of learning achievements". The continuous improvement of course content, teaching mode, teaching means, evaluation method, adjustment method, etc. in the teaching process is to enable students to achieve the set learning achievements. Use the OBE concept to lead the continuous improvement of the course, gradually improve the "water course" as the "gold course", and improve the quality of personnel training.

2. Based on Multiple and Reasonable Evaluation System

In order to evaluate the learning effect of students scientifically and accurately, teachers should change the existing evaluation system, and take multiple and reasonable evaluation system as the basis of curriculum continuous improvement. First of all, teachers need to change the concept of evaluation. The purpose of evaluation is not to give students or teachers a score or result, but to better promote the improvement of students and teaching quality. Secondly, according to the characteristics and teaching objectives of the major, the evaluation methods should be more detailed and diversified, and give full play to the role of promoting learning by evaluation and improving teaching by evaluation. Finally, the content of the evaluation needs to change from the summative evaluation to the developmental evaluation. It is not enough to evaluate the final learning results of students only. Teachers should pay more attention to the learning situation, learning ability and comprehensive quality in the process of students' development, and adjust the teaching and learning in time according to the evaluation results.

3. Closed Loop Permanent Characteristics

Continuous improvement is the eternal pursuit. The hybrid teaching mode of sustainable improvement has the characteristics of closed-loop eternity. In the closed-loop improvement system, with each teaching link, the improvement starts again and again, circulates continuously, breaks the limitation of the improvement of the curriculum level, and accumulates experience and methods through circulation. In the process of continuous improvement of curriculum, teachers should pay attention to every evaluation and feedback, cultivate the ability to find and solve problems, never let go of any opportunity for improvement, accurately identify the imperfections, incompleteness and unscientific points in the teaching process, timely adjust and correct them, proceed from the details, persevere, and strive to improve the teaching effect and create gold Objectives of the lesson.

4. Set up Multiple Feedback Observation Points

With the application and promotion of the mixed teaching mode, teachers give the classroom to students, while the traditional offline classroom teaching extends to the front line and the online after class, the development of students' learning situation is more difficult to grasp. By using information tools, multiple feedback observation points are set up to carry out stage comparison. While enhancing the communication between teachers and students and creating a good learning atmosphere, it is conducive for teachers to grasp the dynamic development of students' learning situation, and make response and adjustment accordingly. The feedback observation point should be based on a reasonable and multiple evaluation system to avoid the feedback result distortion caused by a single evaluation system.

Building a Sustainable Improvement Teaching Model Based on "Boppps + Hybrid Teaching"

1. Teaching Model of Boppps

The teaching model of boppps, originated from British Columbia, Canada, has been adopted by more than 30 countries in the world. The teaching model of boppps divides classroom teaching into six stages: B: Bridge in, O: learning objective, P: pre test, P: participatory learning, P: post assessment and s: summary. The teaching model is to strengthen classroom teaching. Teachers can improve students' participation in teaching activities according to the design and implementation of six stages. At the same time, in classroom teaching, boppps teaching model has two feedback observation points: pre-test and post test, which is conducive to teachers' evaluation and feedback of teaching and grasping students' dynamic situation, so as to make classroom teaching "efficient" "With quality" and "with effect" provide guarantee.

2. Building a Hybrid Teaching Model of Sustainable Improvement

Both the mixed teaching mode and the boppps teaching mode emphasize on taking students as the main body, improving the participation of students in the teaching process, and improving and optimizing the teaching activities through students' feedback. Based on the principle of building a hybrid teaching mode of sustainable improvement as mentioned above, the author tries to integrate the teaching mode of boppps into the hybrid teaching mode, and refine the front-line teaching and online teaching after class of the hybrid teaching mode, so as to get the sustainable improvement teaching mode based on "boppps + hybrid teaching" as shown in Figure 1 below.

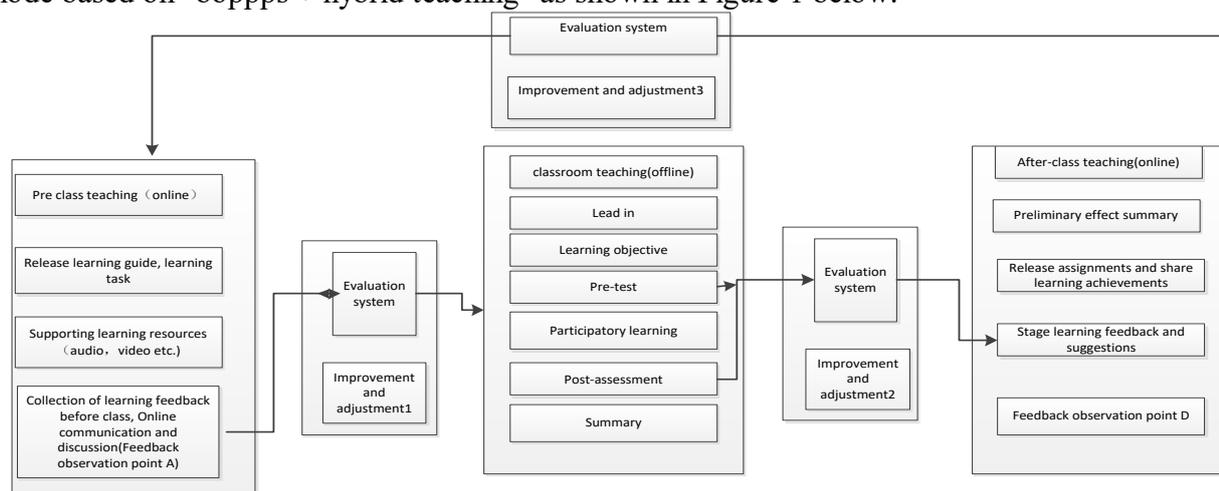


Figure 1 Sustainable improvement teaching model based on "boppps + Hybrid Teaching"

3. Analysis of the Hybrid Teaching Model of Sustainable Improvement

As shown in the figure, the integration of hybrid teaching mode and boppps teaching model strengthens the curriculum design of classroom teaching under the middle line of hybrid teaching process, improves the compactness of learning on the front line, teaching under the middle line and online learning after class. Meanwhile, feedback observation points a, B, C and D are set up in the model Four, teachers form a closed-loop model of sustainable adjustment by setting up a multi-element and reasonable evaluation system, which consists of three improvement and adjustment steps: improvement and adjustment 1, improvement and adjustment 2, and improvement and adjustment 3.

First, according to the stage teaching needs and students' learning needs, the pre class teachers should define the learning tasks, release the supporting online teaching resources, collect the students' learning feedback and exchange discussion materials in the front-line stage, so as to grasp the key points, difficulties, questions and knowledge demand points of students' learning in the pre class stage, and design and implement offline classroom teaching according to the established evaluation standards Make adjustments.

Second, the offline classroom is based on the teaching model of boppps, and the teaching is carried out in strict accordance with the classroom teaching design. In the classroom teaching, two feedback

observation points, pre-test and post test, are set up, and the results and outputs of pre-test and post test are collected. Through comparative analysis, students' achievement of learning objectives and weak points in the learning process are mastered before and after the classroom learning. And deviation points, and on this basis, to sum up and summarize, adjust the tendency point of online learning after class, in view of the shortcomings of students in the process of learning in the previous stage, targeted practice and consolidation are expected.

Third, after the students complete the targeted exercises, they need to give online feedback and suggestions on the stage of learning. The teachers should take the feedback and suggestions collected after class as the basis for the improvement and adjustment of teaching activities in the next stage.

Through the above "four observation points" and "three improvement steps", teachers can find out the deviation or question in the process of teaching operation in time. In order to ensure the continuous improvement of the course quality and teaching effect, we should timely respond, dynamically adjust, continuously improve and perfect the construction of the course system, guide and urge students to complete various learning tasks according to the expected objectives.

Conclusion

The sustainable improvement teaching model based on "boppps + Hybrid Teaching" constructed in this paper is still in the stage of development and improvement. The author expects more front-line teachers in higher education to practice and improve in teaching activities. Because the continuous improvement of the teaching mode in this model covers the three stages of teaching activities: before class, during class and after class, it not only requires teachers to put in enough thoughts and energy, but also requires students to overcome learning inertia, reverse the traditional "one-time" thinking pattern in the classroom, and cultivate the habit of independent learning. However, the author believes that the goal of building a golden course is the goal of every front-line education workers in Colleges and universities. They are unswerving, willing to continue to improve, and the goal will eventually be achieved.

References

- [1] Deng Hui, Zhang Yaling. How to eliminate "water course" in college class [N]. Guangming Daily 2018-04-10 (011).
- [2] Wang Shoubin, "Water course" in vocational colleges and universities How to change "Gold course" [N]. China Construction newspaper, 2018-12-19 (006).
- [3] Wu Yan: Construction of China "golden course": http://www.sohu.com/a/280049005_273375.
- [4] Lu Guodong. Governance "Water course" to create " golden Course". [J]. Chinese University teaching. (2018) No. 9, p. 23-25.
- [5] Li Yiling. The establishment of "golden class" needs the support of reforming the educational evaluation system. [N]. Guangming Daily 2018-12-5 (010).
- [6] Liu Jingzhong Vocational education needs to be calmed down [N]. China Education News 2019-01-22 (004).