Research on Hybrid Teaching Mode Based on Digital Teaching Resource Computer Platform

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Abstract. It is certain that digital teaching is conducive to the improvement of teaching quality. As can be seen from the national efforts to promote educational information, today's educational information has entered the 2.0 era, and many teachers and students have enjoyed the convenience brought by educational technology. Information-based teaching can be said to be a part of the process of educational information, which is common in real teaching, especially in online education. The application of educational technology in teaching can not only attract students' attention, activate the atmosphere and inspire students' thinking, but also promote the development of teachers' own specialization and improve the teaching quality and efficiency. Educational technology has inserted wings for teaching to take off, and has brought great convenience to both teachers and students. In this context, this paper discusses the hybrid teaching mode based on the digital teaching resources computer platform.

Keywords: Digital Teaching Resources, Computer Platform, Hybrid Teaching Mode

1. Introduction

The traditional teaching method, the teacher dominates the classroom teaching, the knowledge teaching is given priority to, emphasizes the study system solid basic knowledge, to study the book knowledge as the main content of the "closed" teaching. Mixed teaching mode allows students to study independently, focusing on the cultivation of learning ability. It not only pays attention to knowledge learning, but also pays more attention to the cultivation of ability, so as to realize the simultaneous development of intelligence and the development of learning ability. Emphasize the independent choice of learning content, which can not only guarantee the free choice of learning content but also ensure the acquisition of systematic and solid basic knowledge, so as to realize the individualized teaching according to students' aptitude. Blend teaching is an "open" learning with network resources as the main content. Book knowledge learning, concentrated learning in class, network resources learning and social practice learning coordinate organically. Blend teaching is an "online "+" offline" teaching that combines the advantages of online and traditional teaching. Through the organic combination of the two teaching organization forms, learners' learning can be guided from shallow to deep learning. In this teaching mode, teachers usually sort out the theoretical knowledge and publish it on the network in accordance with the logical relationship, while students usually learn
the theoretical part online through the network. In this process, no matter how long it takes the student in any way, as long as the assigned time to complete the learning content.

2. Problems of hybrid teaching mode in digital education

2.1. Improper Selection of Teaching Materials
At present, most schools have installed multimedia teaching tools, using digital equipment such as projectors to display audio and video PPT and other teaching materials for students in class. But when using these high-tech to carry on the teaching, the teaching content is the key, the tool is only auxiliary. When some teachers use multimedia to teach, they only use these tools as a tool to attract students' attention, without considering whether the use of multimedia materials conforms to the teaching objectives and whether they really fit with their own teaching content. Students only have a temporary interest in these multimedia materials in the classroom, but do not really understand the essence of the teaching content through the transmission of this medium.

2.2. Unreasonable use of online tools
Using the convenience of Internet tools, many teachers will use network tools to send and receive homework, which can save a lot of time, but this will also have a lot of drawbacks. Students can search for a lot of relevant materials. Students may be lazy to search directly from the network to submit homework. Did not really achieve the role of students through their own thinking to exercise and improve. In addition, many teachers put the content and emphasis of teaching on the network through video teaching, so that students can learn independently. Although this form is helpful for students to arrange their study time independently and to watch the learning content repeatedly, it will also produce great loopholes. Teachers can not test whether students really watch the teaching content. It can play a very convenient role for students with strong self-control and autonomous learning ability.

2.3. Evaluation methods obsolete
The reform of teaching mode should not only innovate the teaching method, but also change the evaluation system after teaching. Because under the mixed teaching mode, the students' learning style and the teacher's teaching mode have been very different from the past, so teachers should adopt a diversified evaluation system according to the new changes of the teaching mode. Because teachers will take many group discussions and tasks, students are divided into groups of 4~6 to learn together, and teachers understand a subject in class [1-3]. Therefore, in the final assessment system of teachers, we need to add the scores of group discussion, we can use the way of mutual evaluation among the members of the group, and at the same time, we need to evaluate the overall discussion results of the group. For students' final grades, the final grade should not be too large. Teachers can take a more diversified way to assess students' learning results and abilities. They can arrange mid-term assignments in the middle of the period, and let students choose their own team members to form teams and study this subject together. Teachers need to be more detailed in scoring, scientific and reasonable evaluation of all the details of the students' tasks, and affirmation of the students' harvest and ability progress in a semester.

3. Specific measures to improve the current hybrid teaching model

3.1. Selection of teaching resources
When using Internet resources to assist teaching, it is necessary to highlight the important and difficult points of teaching, sort out the doubtful problems encountered by students in the teaching process, list an outline, and answer the relevant problems. Presented in the form of video or other text resources and published on the teaching platform. In this way, students in the process of learning encountered such related problems, can independently go to the teaching platform to find resources. In class,
students can listen carefully to the teacher's explanation, review and learn again after class. The use of multimedia resources in classroom teaching should only be used as an imported material, take these contents as the introduction point of a topic, attract students' attention, and let students understand what the emphasis of the classroom is. However, because video and audio materials tend to grab too much attention, students can not calm down to think deeply. Therefore, the teaching emphasis in the classroom should return to the teacher's oral narration and serious writing. After the classroom content is explained, more multimedia resources can be used to expand the classroom content. After all, the content that a class can teach is limited, teachers can help students to carry on more divergent thinking, let students learn more related content independently outside the classroom. Such expanded reading and practice helps students to cultivate a broader vision and avoid students' thinking being too single and rigid.

3.2. Combined with more practice
For students' learning, combining theoretical knowledge with practice is a better and faster way to absorb and understand theoretical knowledge. Therefore, in teaching activities, teachers should give students more practical opportunities, so that students can practice more in class or outside the classroom. In class, the teacher can let the students make a speech display, use the form of PPT, let the students collect and organize the data of a certain subject independently, then make the main content into PPT and bring it to the classroom to share and display with other students. In addition, teachers should also lead students to do more social practice. For students in higher vocational colleges, only more rich practical experience can improve their personal skills. After studying in school, students should finally return to society, so students need to go deep into society, really communicate with more people in the community, and understand all kinds of rules in society.

3.3. Digital assessment system
The management of the school needs to update the student's achievement evaluation system, should not continue the previous teaching evaluation system, only rely on the final score to judge the level of students' personal ability, and evaluate the final scholarship according to such single achievement data. After setting their own teaching goals, teachers can score according to the students' classroom performance in each class, and at the same time, the extracurricular exercises and homework after each class can be counted into the final scoring system. In addition, teachers should also have a deep understanding of each student's ability and accomplishment, consider whether the students have made progress after a time period, and encourage and praise the students who have made some breakthroughs in progress. Such positive encouraging education can achieve good teaching results. Teachers should also pay attention to and encourage students who are very active in group discussion, and students' classroom input and participation should be an important index in teacher assessment system. As in the past teaching, the information teaching tools only make teachers have more abundant resources and more convenient tools to achieve their own teaching goals. The cultivation of all aspects of talent quality is still the core purpose of education [4]. At present, there are still various defects and shortcomings in hybrid teaching. Teachers should pay attention to many problems in the teaching process, find ways to improve them, and train students with more standardized and reasonable teaching methods. Make the selection of teaching resources more scientific, teaching methods more diversified, teaching evaluation system more diversified.

4. Construction of hybrid teaching model
An organic integration of information technology and curriculum refers to the organic combination of information technology, information resources and subject teaching, which mainly aims at the reform and [5] of teaching content presentation, students' learning, teachers' teaching and teacher-student interaction. To realize a new teaching and learning style characterized by "autonomy, cooperation and inquiry ", which can not only play the leading role of teachers but also highlight the status of students' cognitive subject, and to transform the traditional" teacher-centered "teaching structure into a"
combination of leading and main "teaching structure. The comparison of the two modes of classroom elements is shown in Table 1.

**Table 1.** Comparison of two modes of classroom elements.

| Classroom Elements | Traditional teaching | Hybrid Teaching |
|--------------------|----------------------|-----------------|
| Teacher role       | Educators + Classroom managers | Guidance + Scholars |
| Student role       | Passive acceptance   | Active exploration |
| Learning process   | After the lecture    | Preview and discuss |
| Classroom organization | Knowledge explanation | Problem Inquiry + Difficult Points Counseling |
| Technology applications | Exhibiting information | Autonomos learning, communication and collaboration |
| Teaching evaluation | Traditional written examination | Diversification evaluation |

Based on the research and teaching practice of hybrid teaching, we use the relevant theory of hybrid teaching design to construct a hybrid teaching mode [6] based on digital resources by integrating the network teaching platform into teaching. The hybrid teaching model includes teacher module activity and student module activity, which unifies the teacher's leading role and the student's main position in the constructivist learning environment. The teaching mode is mainly supported by digital resources and teaching activities design, digital resources as a strong backing, through teaching activities to complete the flip [7]. The teaching model has three characteristics: interactive, inquiry and cooperative autonomous learning. It has changed greatly in teaching structure, classroom activities, technology application, the role of teachers and students, and teaching evaluation.

5. **Implementation of hybrid teaching mode**

5.1. *Analyze the content of the course, sort out the teaching knowledge points, and determine the teaching objectives of the knowledge points*

Before starting the course, teachers need to analyze the content of the course, comb the teaching knowledge points, determine the teaching objectives of the knowledge points, and grasp the learning contents and requirements as a whole. Different types of knowledge, their teaching methods are different, need to design different teaching methods and strategies according to the types of knowledge in teaching practice [8].

5.2. *Draw up teaching strategies, choose teaching methods and design teaching activities*

The design of teaching activities is very important. At the beginning of the class, we gave the students a description of the related mixed teaching, and carried out early teaching activities such as group assignment, and then implemented the following procedures and contents: the first step: the teacher designed the "pre-class autonomous learning task sheet ". Students learn independently as required. The task list is a program designed by teachers to help students to clarify the content, objectives and methods of autonomous learning before class and to guide students to autonomous learning. While providing the task list, it also provides the corresponding learning resources such as video, courseware or text. Task list can make students learn according to their own steps and achieve the actual effect of autonomous learning. It is the premise and key to realize the mixed teaching mode smoothly. Step 2:
under the guidance and guidance of teachers, students explore learning around themes and goals. In order to better inspire students to think and discuss, teachers need to skillfully design some problems and guide students to think and grasp the main contents of learning [9-10]. Teachers only listen to students' learning reports, watch homework results, tutoring and answering questions. Step 3: evaluate according to the evaluation criteria formulated by teachers. The content of the evaluation includes the performance in the process of independent learning, the enthusiasm in the classroom discussion, the learning plan and schedule, the expression of results and the presentation of results. With timely evaluation and feedback, students' enthusiasm can be fully mobilized in order to better autonomous learning. According to the above three steps and procedures, teachers can choose teaching methods, draw up teaching strategies and complete the design of teaching activities.

5.3. Strengthen the technology study of network teaching platform and construct digital teaching resources
Student-based autonomous learning often requires rich teaching resources, including micro-video, micro-class pieces, exercises and online test questions mentioned in the previous hybrid teaching model, as well as some extended and applied learning materials [11]. Teachers need to make, organize and publish teaching resources to the online teaching platform of Tsinghua University for students to download and learn, and provide students with multiple channels and ways of interactive learning. Therefore, teachers should strengthen the technical learning of the network teaching platform used in this course.

5.4. Implement teaching mode and feedback teaching effect
Teachers can carry out mixed teaching after doing the preparatory work ahead. Students first receive the teacher's learning task list, through the network teaching platform teachers provide courseware, video, exercises and reading materials and other teaching resources for autonomous learning, in the process of learning need to actively consult and communicate with students or teachers, to achieve a basic understanding of learning tasks, On the basis of understanding learning tasks to complete exercises or assignments. Students have basically understood the required knowledge through online learning on Tsinghua online network platform, and the classroom link is mainly through classroom discussion to internalize knowledge. Some content students need to report their understanding of knowledge to teachers and show their homework and other learning results [12].

6. Conclusion
The ultimate goal of mixed teaching is to return to the origin of education. All in all, the future education we need to change the teaching way, to keep up with the development of The Times, all kinds of digital instructional resource provides a personalized learning for the majority of teachers and students, help teachers to better develop mobile teaching, students online synchronous control the learning process and learning situation, the lesson from offline to online, introverted extracurricular knowledge transfer, realize the teaching model of the hybrid.

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