Research on Reconstruction and Design of Blended Teaching in Vocational and Technical Education in the Context of Global Epidemic Prevention and Control

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Abstract: Under the background of global epidemic prevention and control, this paper analyzes the practical needs of the application of blended teaching model in vocational and technical education on the basis of introducing the essential connotation of blended teaching model. In order to provide help for blended teaching in vocational and technical education.

Keywords: Vocational and technical education; Blended teaching model

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1. Introduction

In 2020, through the joint efforts of all the Chinese people, COVID-19’s effective prevention and control in China. The national development has been positive, and major breakthroughs and achievements have been made in many fields. Since this year, many teachers and students affected by COVID-19, the first time to participate in online teaching. From the hasty response to the online teaching mode to the active exploration, the COVID-19 situation presses the acceleration key of the blended teaching development. In fact, online teaching which based on Internet technology has become a parallel teaching method with offline classroom teaching. Vocational and technical education has a very special and important position in Chinese education, it has its own characteristics. Because of the obvious difference of students’ experience, the uneven level of education, the lack of initiative in learning and the lack of interest in learning, in the traditional teaching mode, it often reflects the problems of learning difficulty

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and unsatisfactory learning effect. Blended teaching is a kind of teaching mode which combines the traditional offline classroom teaching with the online network learning under the background of information technology. It gives full play to the advantages of online learning and offline teaching. With the help of powerful network information technology, teachers and students can not only obtain a large number of learning materials, but also break the limitation of time and space to a certain extent, and close the communication between teachers and students. School online learning refers to students using the teaching resources of Internet online courses before and after class for autonomous learning. School offline teaching refers to face-to-face teaching and communication between teachers and students in the classroom. The Ministry of Education respond to COVID-19’s leading group office on the epidemic situation prevention and control period targeted to do a good job of teachers in a number of matters in the notice, do a good job “stop teaching, do not stop learning” organization and deployment. Local education departments and schools should organize teachers to carry out online teaching according to local conditions, make clear the teaching content, curriculum arrangement, teaching organization form, pay attention to the physical and mental health of young people in the teaching process, grasp the appropriate amount of teaching content and the appropriate length of teaching. Under the background of global epidemic prevention and control, how to strengthen the reconstruction and design of blended teaching is a new challenges..

2. Reconstructing the Application of Blended Teaching Model in Vocational and Technical Education

(1) The demand for teaching reform under the educational policy of the new era

In order to thoroughly implement the spirit of the 18th CPC National Congress and the third, fourth and fifth plenary sessions of the 18th CPC Central Committee, and to study and implement the spirit of General Secretary Xi Jinping’s series of important speeches, the Ministry of Education has studied and formulated the 13th Five-Year Plan for educational informatization. according to the work plan of the second National teleconference on educational informatization. Among them, it is clearly required to integrate the network learning space, innovate the teaching mode, learning mode, teaching and research mode and the co-construction and sharing mode of educational resources. The implementation of the vocational education digital resources pilot project, the national model vocational school digital resources co-construction and sharing plan, to continue to carry out the “vocational education professional teaching resources bank” construction, to promote the wide application of vocational colleges and universities. According to the characteristics and training needs of students, how to construct a suitable
teaching model and train talents who meet the needs of society is the hot spot of information teaching reform research. Blended teaching not only gives full play to the leading role of teachers in guiding, enlightening and monitoring the teaching process in the classroom teaching process, but also gives full play to the subjectivity, enthusiasm and innovation of students in the process of autonomous learning.

(2) Highlighting the needs of students as the main body

In the traditional classroom teaching process, students often passively accept knowledge. Teachers only “speak” students only “listen “, has been the traditional classroom normal, students have problems, they do not understand and cannot ask questions in time. This way is often boring or even difficult for most students, and a single teaching model will gradually lose their interest in learning. Students can only cope with the examination by rote memorization, so their state only stays in the shallow stage of learning, lack of interaction with teachers, in-depth thinking about problems, and cannot achieve the deep learning of improving their ability and quality in all aspects. Under the mixed teaching mode, students share and communicate with each other, and cooperative inquiry is helpful to cultivate students’ ability to think, find, analyze and solve problems. By building an environment of active participation, they can organize learning according to teaching objectives, knowledge skills and common interests. Students can control the progress of learning according to their own actual situation. Some students have a poor understanding ability. Watching a learning video can not fully understand and master all the knowledge points. At this time, they can drag the progress bar of the video to areas they don’t understand. If you really can’t solve the problem, you can initiate the discussion on the online platform, the teacher can answer the questions, even the students with strong learning and understanding ability can help solve the problem, so that the students can help each other in their study and make common progress.

(3) The need to improve the quality of education

The traditional offline teaching mode generally adopts a one-size-fits-all teaching method, which is not suitable for each student, while the blended teaching mode enables students to create their own learning path and learn in the most suitable mode. Students can acquire knowledge through personal efforts and more meaningful learning situations. Since online learning platforms can be accessed anywhere with network connections, students can better control when and where to learn. Flexible and diverse blended teaching models can meet the different needs of students. Changing the single learning model that previously relied heavily on teachers and classrooms helps improve their ability to use information technology to analyze and solve problems. The original intention of applying the blended teaching mode is to improve the quality of education. With the deepening of the
blended teaching, the students’ learning and teaching quality have been improved obviously. At the same time, the online learning platform has a large amount of data to support the high quality classroom, broaden the students’ horizons, expand the students’ thinking, create conditions for the development of inquiry learning, autonomous learning and all-weather learning, can improve the quality of talent training, and promote the informatization of vocational and technical education.

3. Design of Blended Teaching Model in Vocational and Technical Education

(1) Adequate pre-class preparation

First of all, teachers should select high-quality teaching resources for organic integration and upload to the online learning platform. As a teacher, we should not pile up all kinds of materials blindly, but should reorganize the content of teaching resources through changing forms, optimize and integrate the relevant teaching resources. Secondly, teachers publish written learning task books on the online learning platform in advance. The learning task books should make clear the specific contents and items of preview, such as books that need to be read, videos to be watched, problems to be solved and considered, so as to highlight the key points and difficulties. In view of the fact that students’ attention will decrease with the increase of class time, it is necessary for teachers to divide the learning content into several knowledge points, and at the same time to ensure the integrity and inherent logic of knowledge. Each knowledge point can have teaching micro-video, micro-class pieces and online homework, the best time to control about 10 minutes, so that students can use some fragmented time to watch learning, the appropriate length of video can not only ensure that students in the study of a relatively high level of attention, but also the use of some trivial time to learn daily. Finally, the students independently complete the pre-class learning test on the online platform and summarize and upload the problems to the online platform. According to the situation of students’ pre-class learning test and the questions are asked, teachers know the situation of students’ pre-class learning, so as to make targeted adjustments in classroom teaching and truly teach students according to their aptitude.

(2) Do a good job of guiding in class

In the process of classroom teaching, teachers guide teaching according to the analysis of teaching objectives and students’ existing learning situation. First, the students are divided into different learning groups according to their academic background, knowledge base and learning ability. Each group has both excellent students and students with learning difficulties, so that the overall ability level of each learning group can reach a basic balance as far as possible. Then the teacher
arranges the corresponding task according to the teaching theme, organizes the cooperation in the group as the unit, and finally completes the task. In this process, close contact and communication should be maintained among the group members, between the group and the group, and between the students and the teachers. Teachers organize and discuss the important difficulties and problems to be solved. According to the students’ self-study, the teachers briefly analyze the problems they put forward in the study record book and the problems they can’t do, and combine the important and difficult knowledge of the teacher’s design to adjust the teaching content in real time. After teaching each knowledge point, the teacher can test the students’ learning effect through the quick test questions with certain differentiation, and then organize the students to discuss the important and difficult knowledge in a deeper level with typical cases. Further cultivate students’ ability to combine theory with practice and strengthen the transfer and application of knowledge. Especially, when listening to the opinions of the members and criticizing and reflecting on their own understanding, to promote the deep internalization of knowledge. Next, each learning group selects a representative to show everyone the results of the group, and report and summarize the results of the class. Finally, the teacher should summarize and comment on the class, and guide the students to reflect on their shortcomings.

(3) Doing a good job of summing up after class and evaluating achievements

After class, according to the suggestions put forward by teachers and group members, the students perfect the learning results and reflection summary of this learning group, and upload them to the online learning platform. The teacher organizes everyone to discuss deeply again. Deepen the understanding of learning content. Teachers can use the results report uploaded by each group and the performance of each student in the discussion of communication as the reference basis for formative assessment and evaluation, and can also transform it into high quality teaching resources. Teachers should bring the whole process of students’ learning into the scope of assessment, adopt the whole process, diversified assessment methods, and enhance the attention to the learning process and ability training. The evaluation of students’ learning consists of two parts: formative evaluation and summative evaluation, which includes not only classroom performance, contribution to their study group and homework scores in peacetime, but also online testing, online learning files, students’ participation in online interactive teaching and so on.

4. Conclusion

Blended teaching realizes the maximum integration of traditional face-to-face classroom teaching and modern network teaching methods, which not ensures the completion of teaching tasks, but pays special attention to the cultivation of
students’ independent thinking ability and innovation ability. The teaching quality and teaching effect are improved obviously. It not overcomes the shortcomings of traditional teaching to a certain extent, but also makes use of abundant network curriculum resources to carry out online autonomous learning, and the initiative and enthusiasm of students’ learning are fully mobilized. This is also the best interpretation of the teaching idea of “student-oriented, teacher-led” teaching idea.

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