Design and Practice of the Mixed Teaching Model

——Taking Business Management Foundation as an Example

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Abstract: The mixed teaching model is a kind of complementary teaching model combined by the traditional teaching method and the networked teaching method. With the continuously educational reform, the mixed teaching model in the flipped classrooms has become an important research direction in the educational reform of colleges and universities.Based on the mixed teaching model in the concept of flipped classroom, this paper analyzes the teaching model of the course of Business Management Foundation with four modules: teachers online, teachers classroom, students online and students classroom, and explores the effect of mixed teaching model in practical teaching design and practice, highlighting the dominant position of students in the teaching, so as to improve the effect of classroom teaching and teaching quality significantly.

Keywords: flipped classroom, mixed teaching model, design and practice ,Business Management Foundation,the teaching resources

1 Introduction

With the continuous development of information technology, the application of information technologies to education in order to change the traditionally educational concept and focus on the personal development of students has become the overall trend of the current educational reform. The mixed teaching model in the flipped classroom is in line with the new educational reform concept, which brings new reform ideas to the classroom teaching. Mixed teaching mainly refers to the use of online and offline and mixed network to make up for the deficiencies in the traditional classroom teaching[1]. This paper, focusing on the mixed teaching model and combining with teaching ideas in the flip classroom, briefly presents the application of the mixed teaching model to the business management foundation.

2 The Reforming Strategy of Mixed Teaching Mode in Colleges and Universities
2.1 Enhance the Degree of Emphasis and Support on Mixed Teaching
At present, in order to enhance the university rankings, most colleges and universities in China exist problems of focusing more on researching but ignoring teaching, so colleges and universities 's input of scientific research investment is far more than the input of teaching work, while the emphasis of teaching is far less than scientific research. And with limitations of teaching resources, such as teachers' level, teaching funds and teaching equipment, some colleges and universities can not realize the

mixed teaching, which hampers the improvement of the teaching level and the teaching quality[2]. Therefore, to change this situation, colleges and universities must attach importance to teaching and mixed teaching reform, vigorously support the application of mixed teaching model in the classroom teaching and implement the work of teaching.

2.2 School Guide Mixed Teaching Reform

In the course of carrying out blending teaching reforms, the lack of understanding about blending teaching results in aimless introduction and inconsistency with the actual development of school teaching, impeding the improvement of teaching level and quality. When implementing blending teaching, advanced colleges and universities should start from the planning of their overall teaching development and use their development as well as speciality and curriculum requirements to support the development of blending teaching, promoting blending teaching reforms with appropriate teaching methods. Meanwhile, schools ought to analyze and examine curriculums scientifically, select appropriate curriculums in blending teaching activities, and provide scientific guidance on the choice of teaching modes [3].

2.3 Flexibly Change Teaching Management

In daily teaching activities, schools should change flexibly the ways of teaching management, and improve teachers' enthusiasm and initiative of using mixed teaching mode[4]. In actual teaching process, convenient and affordable teaching resources should be provided for teachers to encourage them adopting mixed teaching mode actively to realize the teaching reform. At the same time, it 's necessary to change the current situation of supporting assessment, the annual assessment, student evaluation, teaching and research to avoid teachers' slack mood in the work environment. As a strong backing of teachers , school should encourage teachers to reform teaching boldly and use effective incentive mechanism to promote the application of mixed teaching mode in practical teaching.

3 Design of the Mixed Teaching Model in the Course of Business Management Foundation

The design of the mixed teaching model is based on the traditional teaching and the network teaching, which combines the advantages of both to produce an outstanding teaching effect and improve the classroom teaching quality through a comprehensive evaluation of teaching at the same time. The design idea of the mixed teaching model in the course of *Business Management Foundation* is shown in Figure 1., which is mainly divided into online learning and offline learning.
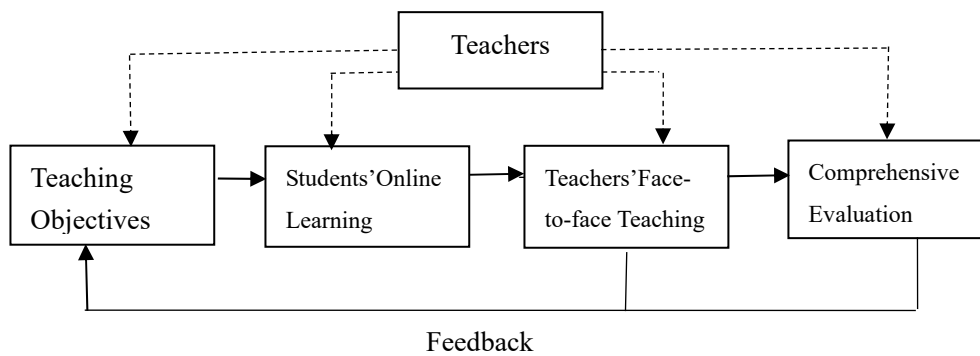
Figure 1.   Mixed Teaching Model Framework in the Flipped Classroom

In the design of the mixed teaching model, it should be paid attention to the gradual change of teachers' roles from the traditional leading teachers to the instructors and supervisors in the teaching classroom learning so as to make the teachers become the students' partners in learning. Second, gradually change the model in the traditional classroom where students only accept what the teacher teaches to the model that teachers guide and students explore and discuss independently, with a focus on training students' initiative, motility, independence and creativity while learning[5]. Finally, transform gradually the closed-end teaching mode into an open teaching model in order to encourage students' exploration and innovation independently, as well as individual development.

In the process of building the mixed teaching mode, schools must have a certain amount of resources, including teacher resources and network teaching resources [6]. Teacher resources refer to the teachers who possess certain professional knowledge and information skills, who can set learning objectives according to the characteristics of the course and provide multimedia teaching resources such as video courseware for the information-oriented classroom. Network teaching resources refer to the network teaching platforms owned by schools on which students can access to the desired teaching resources to carry out the learning exchange and realize the online learning.

3.1 Teacher Online Module

According to the actual teaching contents in *Business Management Foundation Course*, teachers can make a detailed analysis of teaching objectives, objects and contents, and utilize teaching resources to design teaching activities which mainly include the division of learning groups, the allocation of learning tasks, and the formulation of evaluation criteria. A variety of forms of teaching resources are available, such as video, micro-class, ppt and so on. The chosen video teaching materials can be not only the excellent video materials downloaded from the network but also the micro-teachings made by yourself. At the same time, teachers should guide students in their learning through the network and work on online Q & A. Teachers can carry out a comprehensive network learning to communicate with students through the network platforms, and they can also choose a targeted guidance to some students [7].

3.2 Teacher Course Module

The way of the traditional teaching model is that professors teach and students practice while the mixed teaching model focuses mainly on the assistance of the teaching in absorption and internalization of knowledge by students in the classroom teaching. The main tasks of teachers in classrooms are to listen to the students' learning reports, watch the homework' results, answer the students' questions, guide students to discuss some issues, organize students to exchange and discuss, know students' understanding of the course knowledge through a simple classroom assessment, and supervise students' learning.

3.3 Student Online Module

Students should accept the arrangements from teachers through the online learning, and study and explore independently through the teaching resources like teaching videos, ppt, and micro-teachings shared by teachers in the teaching platforms in order to complete the learning and understanding of knowledge. In the process of online learning, students should actively communicate with teachers to achieve the understanding of knowledge. After understanding the content in the classroom, students should complete exercises and communicate with classmates and teachers while encountering problems in the process of practicing and learning so as to solve the problems[8].

3.4 Student Class Module

In the process of online learning, students have mastered in the basic knowledge through self-exploration, communication and exchange, so in the class section, students should mainly have an internalized knowledge. Through the presentations of homework in class and the learning results, students should inform their teachers of their understanding of knowledge on time, and timely give feedbacks to teachers on problems encountered in learning to further explore the problems and deepen their study.

4 Concrete Implementations of the Mixed Teaching Model

The mixed teaching model in the course of *Business Management Foundation* is concretely implemented in three stages:

4.1 Preparation Stage

（1）Formulation of Teaching Tasks

Teachers should regard the syllabus as their teaching goals and set up detailed teaching tasks in accordance with their teaching objectives. However, in the process of formulating tasks, teachers must take independent knowledge points as the task unit, which is more conducive to students' autonomous learning. At the same time, divide the entire curriculum into small modules in accordance with the relevant knowledge structures, and then divide the small modules into small knowledge points to achieve the course learning[9].

For example, in the first chapter of the basic theory of business management in the course of *Business Management Foundation*, curriculum can be carried out by dividing it into the concepts and characteristics of enterprises, the natures of enterprises, the classifications of enterprises, the limited liability companies and the

joint-stock companies, and the establishment, development and extinction of enterprises. Each module has a connection with other modules which can be connected together to form a complete curriculum structure.

（2）Establishment of the Curriculum Teaching Resources

There is a variety forms of the course teaching resources such as teaching ppts, teaching videos, micro-lectures and so on. Teachers can integrate and collect the teaching resources to share them on the online teaching platforms, so that students can download for learning, while teachers can also select the excellent works, experiments by the previous students to share them on the teaching platforms for students to learn.

（3）Training of the Online Teaching Platforms

Before the courses, it is necessary to introduce the network teaching platforms used in the courses, which is convenient for students to operate the platforms and for teachers to make better use of the platforms[10].

4.2 Implementation Stage

In the classes under the mixed teaching model, teachers release the teaching task contents on the online platforms, and students begin to learn, communicate and discuss independently after receiving the teaching tasks, so as to accomplish the teaching tasks. Show the achievements of independent learning in the class teaching. Teachers answer questions encountered and proposed by students in the independent learning, and carry out a brief evaluation to students' accomplishments in their autonomous learning in the way of assessments. The concrete implementations are shown in Figure 2.
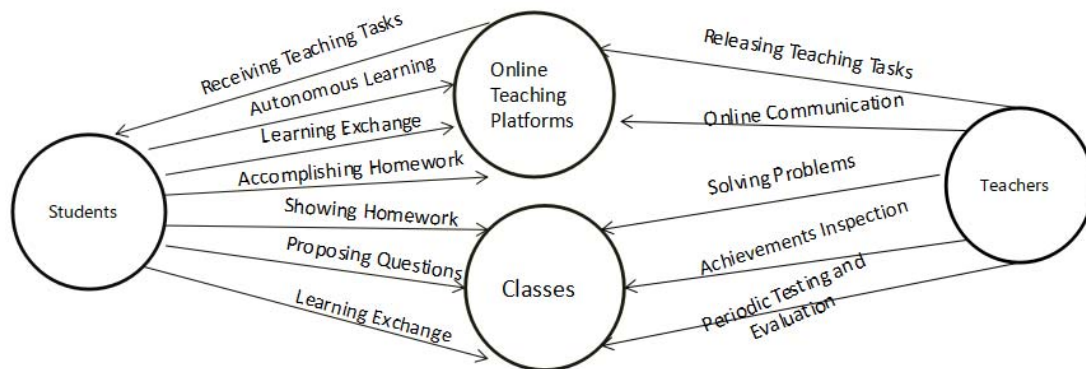

Figure 2. Process of the Course Implementations

4.3 Teaching Evaluation Stage

In the mixed teaching model, the assessment to students of the original single three-evaluation method is transformed into the diversified evaluation to the contents, in which personal reports, achievements shows, group discussions, network course exchanges and other aspects are added. It makes students receive a more accurate and more objective comprehensive evaluation in the mixed classes[11].

5 Implementation Effects

Through the practical investigation and analysis, the use of the mixed teaching model

can enhance students' interest in learning to a greater extent, and shift students' passive learning state into the active autonomous learning state, which enhances students' hands-on practical ability and independent thinking ability as a result of the significant teaching effects.

6 Conclusion

The introduction of the mixed teaching model has changed the traditional teaching model and highlighted the students' status as the teaching subject, which dramatically improves the classroom teaching effects and the teaching qualities. The mixed teaching in flipped classrooms can overcome the drawbacks in the traditional teaching and the network teaching, transform the students' passive acceptance of knowledge into classroom participants, promote the development of students' individual differences, and make students tag their own potentials in the free teaching space, which is more conducive to the students' learning in different levels.

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