Research on Mixed Teaching Reform of Applied Undergraduate Colleges

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Abstract—**The thesis aimed to solve the problem of non-effectiveness of mixed teaching in applied colleges, it made deep investigation and analysis on mixed teaching reform of applied undergraduate colleges. On the basis of discussing problems of mixed teaching in applied undergraduate colleges, this thesis analyzed characteristics and development of mixed teaching, and proposed suggestions to improve mixed teaching quality, those countermeasures and suggestions are helpful to cultivate high-quality applied talents that meet economic and social needs.**

Keywords—Application type; Talents cultivation; Mixed teaching; Reform strategy

I. INTRODUCTION

In the information age of Internet application with rapid development, global knowledge sharing, college students can acquire massive knowledge through the Internet, and the traditional teaching mode of colleges and universities is no longer suitable for them. Hybrid teaching is a new teaching method that combines traditional classroom face-to-face teaching with online teaching. It realizes the integration of classroom teaching and network teaching. We can make full use of all kinds of teaching resources, expand the knowledge of students, and give full play to the main role of students through the optimal combination of various teaching methods, teaching media and teaching strategies, stimulate their enthusiasm and initiative, and cultivate their self-learning ability. Creativity. In recent years, this kind of teaching mode that combines online teaching with traditional teaching and complements its advantages has received widespread attention. Many applied undergraduate colleges have followed the pace of famous schools to try mixed teaching modes. With the continuous promotion and application of this model, the hybrid teaching reform has achieved certain results, but there are also many problems and deficiencies [1]. This article will deeply analyze the problems existing in the reform and propose corresponding countermeasures.

II. CHARACTERISTICS OF MIXED TEACHING

The so-called hybrid teaching combines the advantages of traditional classroom teaching and online teaching, changes the roles of teachers and students, and embodies the teaching philosophy of "taking students as the main body and teachers as the leading". Teachers guide, support, supervise and control. The role of students to make full use of the environment created by teachers, free and independent learning. This combination of online and offline teaching mode emphasizes that the most appropriate means to achieve the best cognitive results at the right time, the advantages are obvious [2].

A. Making Teaching More Free and Flexible, Conducive to Students' Deep Learning

Hybrid teaching has made teachers have more choices in teaching methods, and it has more space for students to learn. On the one hand, online teaching can make teaching and learning no longer limited by time and place. Teachers can answer students' online questions anytime and anywhere, and students can also conduct online learning anytime, anywhere. In this way, students can access network resources according to their own learning progress, and learn more freely and flexibly. The time and place of teaching in traditional classrooms is fixed and non-repeatable. Online learning allows students to repeat, watch, and ask questions as needed, until they are fully understood, which will help students to think deeply and master the knowledge they have learned [3]. In addition, offline classroom time can be used for troubleshooting, seminars, project research, curriculum design and other in-depth learning to promote students' knowledge application and innovation.

B. Conducive to Personalize Teaching, Truly Teach Students in Accordance with Aptitudes

The traditional teaching mode is mainly based on the teacher instilling knowledge into the students. The teachers are taught according to the teaching tasks and goals. The students are arranged to learn specific knowledge at a specific place and at a specific time. This mode of learning is serious. Ignore the subjective status and individualized development of students [4]. In the mixed teaching mode, teachers can choose a variety of teaching methods to carry out personalized teaching according to the content of the lectures, truly teach students in accordance with their aptitude, effectively tap the potential of teaching and learning, and achieve higher levels of teaching effects.

C. Conducive to Stimulate Students' Interests in Learning and Improve Enthusiasm of Learning

At present, the majority of college students in class are generally in poor condition, and the phenomenon of playing mobile phones in class is repeatedly prohibited. There are two main reasons for this. First, the traditional boring factual knowledge teaches students not to be interested; the second is

the popularity of smartphones and the temptation of the Internet. Online teaching can present teaching content through informational methods such as sound, graphics, animation, and video. For students, when they acquire knowledge, they can also enjoy visual enjoyment. In particular, students can choose to learn content according to their personal interests, hobbies, and individual needs, and choose the most efficient way and the best time to learn. This can make learning truly a pleasure, stimulate students' enthusiasm for learning, and make students psychologically become "I want to learn", thus improving the enthusiasm and initiative of students.

D. *Conducive to Cultivate Students' Self-Learning Ability and Innovative Ability*

Hybrid teaching not only pays attention to the understanding and mastery of knowledge, but also pays more attention to the realization of high-level learning objectives and the improvement of problem-solving ability. It mainly enhances students' communication, communication and expression skills through self-inquiry inquiry and teamwork activities, and enhances students' team learning and cooperation ability, self-learning and management ability, innovation and creativity.

E. *Teaching Evaluation Methods More Scientific and Reasonable, Fair and Just*

A fair evaluation method is a necessary condition for mobilizing students' enthusiasm and achieving good teaching results. Under the mixed teaching mode, the online and offline evaluation methods can be organically combined to implement multi-channel, multi-modal and multi-subject diversified assessment methods, which can better reflect the objectivity and authenticity of evaluation [5]. Teaching evaluation is more scientific and reasonable, fair and just.

III. PROBLEMS IN MIXED TEACHING REFORM OF APPLIED UNDERGRADUATE COLLEGES

A. *Insufficient Preparation for Reform, Role Change Not In Place*

Mixed teaching is a new challenge for schools, teachers, and students. It requires more money, time, and effort. However, most colleges and universities' mixed teaching reform is still in its infancy, and schools, teachers and students are under-recognized and inadequately prepared.

First of all, most colleges and universities show an overly optimistic attitude towards mixed teaching. In terms of infrastructure, teachers, and technology, they are not ready to carry out mixed teaching. At present, many colleges and universities have faced problems and challenges due to inadequate preparation for mixed teaching.

Secondly, hybrid teaching puts higher demands on teachers. Teachers must not only play the role of traditional knowledge transfers, controllers, organizers, but also diversified roles such as learners, designers and guides. Evolution. Teachers are required to not only have the traditional classroom teaching ability, but also have certain information technology, and have the ability to guide online, develop students' independent

learning, and discuss collaborative learning. Obviously, most teachers are not ready for this in terms of attitude and ability [6].

Thirdly, the effectiveness of hybrid teaching depends to a large extent on the attitude and ability of students. Mixed teaching requires students to take more extracurricular time to learn and prepare in advance, which may impact students' extracurricular arrangements and cause negative resistance. In addition, mixed teaching requires students to have certain self-learning ability. The ability to practice management and the ability to apply information technology will be difficult for students who have long been accustomed to passively receiving knowledge.

B. *Class Schedules Cannot Meet Actual Needs*

Under the traditional classroom teaching mode, in order to complete the syllabus requirements, the teachers will rush to progress in a "full house" and rarely use classroom time to interact with students. However, the classroom interaction of mixed teaching requires a lot of time. If the teaching hours of the original traditional classroom are transferred to the mixed teaching classroom, the teaching hours will be obviously insufficient.

C. *Big Class System Directly Affects Teaching Effects*

.At present, most colleges and universities generally have 40-60 people as a basic class. The same major is often concentrated in class, usually more than 80 people. In the mixed teaching classroom, teachers need to interact with students frequently. The number of students in the class is too high, which is not conducive to the development of teaching activities such as class discussion. The "small class system" should be implemented. The class should not exceed 30 people.

D. *Network Teaching Environment Not Perfect Enough to Guarantee Online Teaching*

Online teaching must provide a good network teaching environment for teachers and students. At present, many colleges and universities still have problems such as insufficient funding, lagging construction of teaching platforms, and lack of professional and technical personnel. Existing online teaching platforms often cause online learning and interaction between teachers and students using tablets, mobile phones, etc. due to imperfect functions, poor network congestion, and poor technical support.

E. *Teacher Assessment Methods Not Conducive to Mixed Teaching Reform*

At present, due to technical problems, resource integration issues, time and workload issues, teachers mostly hold a conservative or even negative attitude towards mixed teaching. The hybrid teaching mode not only requires teachers to spend a lot of time and energy to produce teaching materials such as course design and course videos, but also to interact with teachers and students and maintain an online teaching platform anytime and anywhere. If the teacher assessment method still uses the original method to calculate the teaching workload, it is obviously inconsistent with the teacher's actual contribution,

which will inevitably affect the enthusiasm of teachers to try mixed teaching.

IV. COUNTERMEASURES AND RECOMMENDATIONS

A. Accelerate Transformation of Roles, Build a Strong Implementation and Management Team

Establishing a strong implementation and management team, providing relevant institutional guarantees and human and financial security, is the basis for the smooth implementation of mixed teaching practices.

First, to build up teaching management and support team. The hybrid teaching reform requires the school to provide strong support from information technology, teachers, capital investment and other aspects. Therefore, the management leaders of the school and the secondary colleges need to be personally responsible for the team, undertake senior management and supervision, and be responsible for the teachers.

Second, to build up professional teaching team. The hybrid teaching reform needs to build a complete and high-quality teaching team to support, and it is necessary to focus on the relevant teachers of the discipline to jointly plan, design, implement and evaluate.

Third, to build up student management team. Mixed teaching not only requires students to take the initiative to learn outside the classroom, but also requires students to think positively, unite and cooperate, and be brave in innovation. Students are required to participate in all online and offline teaching sessions. The attitude, level of study and ability of students to participate in mixed teaching are directly related to the effectiveness of the course.

B. Adjust Schedule of Classes, Ensure Need for Interactive Teaching

Hybrid teaching requires students to complete self-learning for knowledge points and concepts before class. Face-to-face classroom teaching is mainly used for answering questions and reporting, and is a place for interaction between teachers and students and between students and students. In this way, the original "one-word hall" became "the public language hall." If you follow the teaching hours of the traditional classroom, it may make the content of the discussion difficult to penetrate because of the rush of time. Therefore, the class schedule should be adjusted in a timely manner according to actual needs, and the number of class hours should be increased as appropriate.

C. Plan and Build Teaching Resources, Consolidate Foundation of Teaching Reform

First, to Plan and build a multifunctional "small class system" classroom. The original intention of mixed teaching is to fully mobilize the initiative and enthusiasm of students' learning, and to improve the teaching effect through the interactive exploration of students and teachers. Therefore, hybrid teaching is more suitable for small class teaching. At present, the hardware teaching resources of colleges and universities are basically planned for the collective teaching mode. Most of them are large classrooms of more than 80 people. In order to meet the needs of mixed teaching, they should be re-planned to meet both online learning and classroom face-to-face teaching. And the "small class" classroom for inquiry learning. The interior style can be adjusted according to the teaching needs, creating a relaxed and free classroom atmosphere.

Second, to build a network teaching environment to ensure smooth online teaching. In order to ensure that students can conduct online learning anytime and anywhere, they can build places that provide online learning conditions, such as multi-functional computer labs, intelligent learning centers, digital reading rooms, etc.; in teaching areas, dormitory areas, office areas, libraries, etc. A well-configured wired and wireless network environment can meet the Internet needs of many desktop computers, laptops, tablets, smart phones, etc.; introduce a mobile APP web-based learning platform suitable for students to study anywhere, anytime, allowing students to bring their own laptops Participate in classroom teaching activities with mobile phones. The smart phone is applied to various teaching sessions such as pre-study, classroom test and interaction, homework assignments and Q&A. In this way, it can solve the problem that students are not separated from the classroom, and can improve the enthusiasm, initiative and participation of students, which can greatly improve the quality and efficiency of teaching; build a network of teaching resources and accurately locate curriculum resources. According to the characteristics of each specialty, from the perspective of "application-oriented" talent training, the professional knowledge required for professional qualification certification is infiltrated into the course teaching process.

D. Formulate Incentive Policies and Guarantee Mechanisms, Encourage Teachers to Take Mixed Teaching Reform

Universities should develop a series of incentive policies and safeguard mechanisms specifically for mixed teaching reform. On the one hand, it is necessary to make detailed requirements on the construction objectives, team composition, construction tasks, construction standards, etc. of the hybrid curriculum; on the other hand, it is necessary to give appropriate teacher policy to the teachers who carry out the hybrid teaching to promote teachers. Participation in the enthusiasm and initiative of the reform. For example, the funding for curriculum construction, the increase of teaching workload subsidies, the award of bonuses for excellent curriculum projects; the support for teachers' teaching ability and academic innovation, physical and mental health; weakening strict classroom teaching norms and standards, fully empowering teachers to master classroom teaching The power to create a relaxed and personalized teaching environment, to provide teachers with the necessary conditions for mixed teaching.

V. CONCLUSION

On the base of analyzing characteristics of mixed teaching and problems in hybrid teaching of applied undergraduate colleges, we have realized that mixed teaching has insufficient preparation for reform, role change is not in place, class

schedules cannot meet actual needs, big class system directly affects teaching effect, network teaching environment is not perfect enough to guarantee online teaching, and teacher assessment methods are not conducive to reform of mixed teaching. Therefore, we propose colleges should accelerate the transformation of roles to build a strong implementation and management team, adjust schedule of classes to ensure need for interactive teaching, plan and build the teaching resources to consolidate foundation of teaching reform, and formulate incentive policies and guarantee mechanisms to encourage teachers to take mixed teaching reform, thus we can create a relaxed and personalized teaching environment, and provide teachers with necessary conditions for mixed teaching.

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