A Preliminary Study on the Hybrid Teaching Model under the Background of "Internet+"

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Abstract. The advantages of Internet teaching and traditional classroom can be combined organically, and complementary advantages can be achieved by virtue of the characteristics of Internet linking everything, interactive sharing, efficient dissemination of resources, as well as the advantages of efficient classroom guidance and interaction between teachers and students in traditional education. In the Internet era, the channels for students to acquire knowledge are diverse. This paper examines the characteristics of blended teaching from the background of "Internet +", and then improves the existing teaching mode through thematic approach.

Keywords: Internet + teaching mode; multiple interaction.

1. Overview of Hybrid Teaching Model under the Background of "Internet+"

Under the impetus of the tide of "Internet +", contemporary education will go through two levels. Firstly, the mode of thinking and operation of education will undergo tremendous changes, including the way teachers teach, the path of knowledge dissemination, and the updating of students'learning tools. Second, the general knowledge of education, "Internet +" broke the confinement of knowledge, accelerated the formation of the global knowledge base, and the quality education resources were greatly circulated and updated, reducing the cost of education, carrying out a wide range of education at a relatively low educational cost, promoting the cultivation of talents, and building a learning society. The integration of "Internet +" and blended teaching is the necessity of the times.

Table 1. Comparison of the Differences among Off-line Teaching, On-line Teaching and Mixed Teaching

	Offline Teaching	Online Teaching	Mixed Teaching
Characteristic	Face-to-Face Instruction	Internet	Online + Offline
Interactive form	Face-to-Face Communication	Network Tool Exchange	Face-to-Face + Network Tool Communication
Teacher-student relationship	Frequent Interaction	Alienation of Relationship	Interaction + Sharing + Cooperation
Teaching advantage	Teacher Guidance	Abundant Resources	Individualized Teaching

The presentation of teaching resources under the background of "Internet+is various. The presentation of resources should conform to learners'cognitive law. Traditional book-based knowledge presentation is beneficial to learners' systematic grasp of knowledge. Textbooks have always played an irreplaceable role in classroom teaching. The disadvantage lies in blocking the flow of knowledge and knowledge is too static. The utilization rate is relatively low; knowledge in the form of words is too single, which is not conducive to mobilizing the enthusiasm and initiative of learners. We can not completely abandon textbooks. Only by combining with the new resource presentation mode can we make up for its shortcomings. This new resource presentation mode is virtual resource presentation. Knowledge does not exist on textbooks or blackboards in the form of immobilization, but is ubiquitous and omnipresent. Only by presenting the mixed teaching knowledge of Internet + education, can learners satisfy the formation of various resources and realize their individualized development.

2. The Problem of Mixed Teaching Mode under the Background of "Internet +"

At present, network teaching and modern educational technology in China are not mature enough, and they are still in the exploratory stage of development. The school's network coverage and management evaluation mechanism are far from keeping up. Although many colleges and universities in China have begun to actively explore and try the construction of Hybrid Teaching curriculum, they have not fully utilized the network platform to carry out real hybrid teaching, and teachers have not fully understood what is a real hybrid curriculum.

Internet and hybrid teaching should be in a state of mutual integration and mutual carrier. Internet is the tool and means of hybrid teaching, and hybrid teaching is the role of the Internet. A correct understanding of the relationship between the two is helpful to construct an ideal teaching mode. However, in the process of actual construction, the relationship between the Internet and hybrid teaching is difficult to deal with. As an advanced teaching method, the Internet is in harmony with teaching, and it is difficult to fully exert its advantages. At present, the existing hybrid teaching mode (or the teaching of introducing Internet technology) mainly has the following problems.

2.1 Separation of Internet and Education

The primary form of teaching mode under the background of "Internet+is to apply traditional education mechanically to the Internet, and the educational structure has not changed substantially, only staying in the state of surface combination and substance separation; while the advanced form is to deconstruct and reconstruct the learning mode and education system through the Internet, to completely change the traditional indoctrinating education mode, and to reconstruct the core of interaction and sharing. The dynamic learning mode of mind. The author believes that "before the implementation of hybrid teaching, it is essential to know its significance and means, but at present most teachers have no real understanding of the integration of the Internet and education, or even do not know how to integrate them. There is no substantive breakthrough in putting them together mechanically." The transformation of Internet and education from primary to advanced education still needs policy support, concept change and experience accumulation. At present, the primary task of educators is to find the balance fulcrum between the application of technology and the belief in the essence of education, and to promote the embedded integration of Internet and education.

2.2 Internet is Divorced From Teaching Process

Effective web-based learning is based on certain teaching strategies, not only on the transmission of information. Education is a process of combining knowledge dissemination and learning, and both of them are indispensable. However, the traditional online learning system merely accumulates various learning resources, but does not provide a convenient way for knowledge circulation. The role of the Internet in the education system is limited to data transmission, which is rarely reflected in the teaching process.

If the Internet runs through the whole process of knowledge transmission and teaching, it can promote learners to understand the content of knowledge more deeply, improve learners'cognitive processing efficiency and information processing speed, and use Internet technology to guarantee the optimization of learning results. The integration of Internet and teaching process is not imminent. The traditional education process in China takes teaching and indoctrination as the main body, ignores guidance and interest. There is a great difference in "teaching people to fish". Most learners'independent learning ability, innovation ability and Internet thinking are still unable to adapt to the open education with Internet as the medium.

3. The Application Status of Network Teaching Platform in Xi'an Universities

3.1 Object Analysis of Survey

In this study, a questionnaire survey was conducted in many universities with different levels and different network teaching platforms, including comprehensive universities, normal universities and universities of science and technology. The teaching platforms they use include: Netease Cloud Classroom, the quality course teaching network independently developed by the school and MOOC (Mucou) National Quality Course Online Learning Platform, Superstar Erya, etc. The respondents included the freshmen and seniors of the above universities, covering three disciplines: literature and history, science and technology, and education. A total of 347 questionnaires were sent out, of which 314 were valid, with an effective rate of 90%. Specific issuance is shown in table 2.

Table 2. Statistics of Questionnaire Dissemination

Comprehensive Universities		Normal University		University of Science and Technology		Language Universities	
Number of questionnaires issued	effective rate	Number of questionnaires issued	effective rate	Number of questionnaires issued	effective rate	Number of questionnaires issued	effective rate
110	93%	75	91%	96	87%	66	85%

3.2 Data Analysis of Survey Results

3.2.1 Investigation of Learning Time

According to the survey on the learning time of the network teaching platform, the statistical results show that the average time for college students to log on to the network teaching platform is less than one hour per week, 21.80% of them log on to the network teaching platform is 1-2 hours per week, 14.20% of them log on to the network teaching platform is 2-3 hours per week, and 16% of them log on to the network teaching platform is 3-4 hours per week. Only 2.10% of the students log on to the online teaching platform for more than 4 hours a week. This shows that nearly half of the students use the network teaching platform to study between 2 hours and 4 hours a week. The students'utilization of the network teaching platform in course learning is far from enough.

3.2.2 Survey on the Number of Network Teaching Platforms

According to the survey of the times of landing on the network teaching platform, the data statistics show that on average, 62% of the students visit the network teaching platform less than twice a week, 28% visit the network teaching platform 3-5 times a week, 6% visit the network teaching platform 6-8 times a week, and only 4% visit the network teaching platform more than 9 times a week. This shows that the number of students landing on the network teaching platform is orthodox distribution, and the number of students landing on the network teaching platform is not frequent enough.

3.2.3 A Survey of the Preferences of Teaching Models

According to the survey of students'preference for teaching mode in the questionnaire, the statistical results show that 79.31% of the students in Colleges and universities think that traditional teaching is the main method. Network teaching assistance is a more efficient teaching method based on the network teaching platform of colleges and universities. 13.79 students think that network teaching is the main method, while traditional teaching assistance is a more efficient teaching method based on the network teaching platform of colleges and universities. It is believed that traditional teaching or network teaching is based on a more efficient teaching mode of network teaching platform in Colleges and universities, which only accounts for 6.9% of the total students. Students in comprehensive universities choose traditional teaching as their main method, 73.2% of them are assisted by network teaching, 82.31% of them are students in normal universities, and 83.72% of them are students in science and engineering universities. This survey shows that nearly 80% of the students think that the traditional teaching mode is the main one in the mixed teaching mode, while the network teaching mode is the supplementary one in the network teaching platform teaching of

colleges and universities is more efficient. The students are more approving of the use of the mixed teaching mode in the network teaching platform.

4. The Construction of Blended Teaching Mode under the Background of "Internet +"

4.1 Operating Procedure

The operation process of Blended Teaching under the background of "Internet +" is focused on three parts: online learning, classroom learning, and so on. Online learning (based on network teaching platform): Teachers organize teaching materials - distribute tasks - learners complete tasks - ask questions. Classroom learning: student problem feedback - group interaction - teacher's explanation of key and difficult problems - problem solving - assignment. Off-line summary: strengthen blind spot - knowledge combing - completion of homework - homework display.
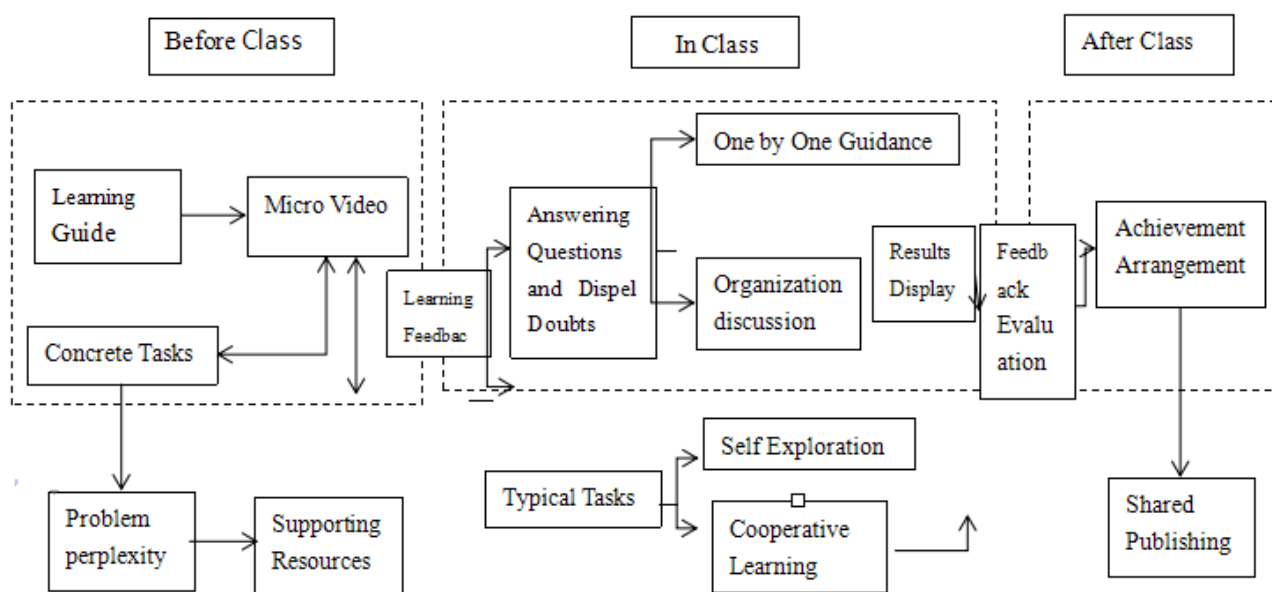

Figure 1. Flow diagram of Hybrid Teaching Mode

4.2 Functional Design

4.2.1 Assisting Stage of Pre-class Teaching Activities

The preparation stage is mainly divided into three parts: teacher preparation, student preparation and after-class interactive activities. The three parts are a series of teaching practice and inquiry activities centering on problem orientation. The preparatory stage is at the beginning of teaching and learning, and learning begins at the preparatory stage. Teachers need to form a preliminary understanding and understanding of teaching contents, methods and systems, and learners construct an internal knowledge network system initially. At this time, the internal network is mixed and incorporates many unnecessary knowledge. At this stage, it is still necessary to supplement new knowledge, replace wrong information, adjust the framework of knowledge network, and realize the knowledge network system in the process of knowledge incorporation and substitution. Construction, in the search for resources, internalized information, network restructuring process gradually improved, to achieve the essence of the problem.

4.2.2 Face-to-face Teaching Stage and Summary Reflection

The process of face-to-face teaching is face-to-face teaching asking questions team interaction teacher-student interaction summary and reflection extension online testing information feedback assignment. In the whole process, teachers and students will participate in the interaction, transmission and feedback of information, which embodies the educational concept of taking people

as the main body. Based on the classroom of offline learning, the role of teachers has changed. The role of teachers has changed from traditional single knowledge exporter, organizer and manager to classroom planner, curriculum developer and problem listener. Teachers should learn to change roles from the perspective of students.

In the aspect of knowledge transfer, it has changed from one-way transmission of knowledge to supervising and guiding students'self-construction of knowledge. In teaching methods, students are organized to teamwork teaching practice by means of language transmission, diversified presentation, teaching platform and discussion of problems. The teaching method of mixed teaching lays more emphasis on joint discussion, which is based on the common dialogue between teachers and students, joint exploration and the determination of common goals.

4.2.3 Project-based Team Exploration After Class

Teachers provide learners with corresponding research projects and topics based on the teaching objectives, learning content and the analysis of learners'existing knowledge level of this course or this chapter. Teams select appropriate topics according to their learning interests and directions of excellence, and complete the task after class through the guidance of teachers. The difficulty of the project should be moderate, too simple will make learners lose the challenge, and too difficult projects will make learners daunting, no information to explore. Project completion needs to be based on a certain team work. Teachers should provide a series of information in advance, such as project name, specific requirements, submission form, specific time and evaluation mechanism. Through mutual assistance, collaboration and sharing among team members, a satisfactory work is delivered.

Acknowledgments

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