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Original Paper

Analysis of Multi-Element Blended Course Teaching and Learning Mode Based on Student-Centered Concept under the Perspective of "Internet+"

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Abstract

The integration of Internet and education has changed students' learning environment and affected their learning behavior, which poses a greater challenge to the traditional teaching mode. Through the SWOT analysis of the "student centered" multi-element blended teaching mode in the era of "Internet + education", it is concluded that the adaptability of learners themselves and the mismatch between teachers' educational ideas and this teaching model delay the development of education to a certain extent. Some suggestions are put forward, such as strengthening the supervision and guidance, implementing the teaching and learning model scientifically, improving teachers' ideology and comprehensive quality, and making full use of the characteristics of Internet opening, sharing and collaboration to construct the public service system and platform of national educational resources.

Keywords

student centered, Internet+, multi-element blended, teaching mode

1. Introduction

With the wide application and popularization of the Internet, the information revolution and Internet technology have gradually penetrated into all aspects of life. "Internet +" is a new form of social development, which means using the Internet platform and information technology to make the Internet merge with some traditional industries and give full play to the optimization and integration of the Internet in the allocation of social resources, so as to enhance the vitality, innovation and economic productivity of the whole society. In all sectors of the "Internet plus" industries, education is one of the most closely related industries. "Internet + education" refers to use the Internet in the field of education. Using Internet thinking mode and relying on the technological advantages of big data, cloud computing and mobile Internet to develop and utilize educational information resources, so as to achieve the role of promoting education reform and development in an all-round and in-depth way. In the era of

"Internet +", students' learning environment and learning behavior are constantly changing, which leads to the traditional teaching mode and teaching idea being constantly impacted. Students can learn independently by relying on the teaching mode of internet, such as micro-class, massive open online courses and live broadcast teaching, which has changed the traditional teacher-centered teaching mode to a certain extent. In the new era, the transformation of teacher roles caused by the construction of student-centered teaching mode is a major test for teachers themselves and the entire education industry.

2. Related Concepts and Their Features

2.1 The Teaching Concept of "Student-Centered"

In 1952, an American psychologist Carl Rogers first put forward the concept of "student-centered" education and teaching at the academic seminar on "How classroom teaching affects human behaviour" held at Harvard University. In the 1980s, European scholars began to pay attention to and studied the concept of "student-centered learning". At present, "student-centered learning" has become the core idea of European higher education teaching reform, and is also an important proposition of European university teaching reform, which has a profound impact on European education. In recent years, Chinese educators have put forward three core ideas of "student-centered" teaching reform, namely, student-centered development, student-centered learning and learning effect-centered and it is also known as new three-centered theory. "Student-centered learning" emphasizes the students' principal position in the teaching process, as well as students have the right to choose and control learning. Teachers are regarded as instructors, assistants and collaborators, they change from merely imparting knowledge to mobilize the learning enthusiasm and initiative of student and support and guide students.

2.2 Multi-Element Blended Mode of Course Teaching Based on Student-Centered

The "student-centered" multi-element curriculum teaching method is a new teaching and learning mode based on "student-centered" teaching concept, which aims at enabling students to achieve learning goals in a short period of time during the course teaching, and to enable them to have transferable ability on the basis of knowledge and skills. Multi-element blended teaching refers to the comprehensive use of a variety of effective teaching methods in a course, such as autonomous learning, cooperative learning, project research, student reporting and so on. In the "student-centered" mixed teaching mode, the choice of teaching methods should follow the principle of "student-centered development", while the mixing of teaching methods should follow the principle of "student-centered effect". In this process, educators should regard students as active participants in the learning process, focusing on developing a series of transferable abilities such as self-learning ability, analysis and problem-solving ability, critical thinking and innovation ability. At the same time, proper guidance and supervision by educators are also indispensable, because some students cannot effectively carry out self-selection, self-domination and self-reflection of learning, and learning motivation is not enough to maintain the degree of active learning.

3. The SWOT Analysis of "Student Centered" Multi-Element Blended Teaching Mode under the Background of "Internet + Education"

3.1 Strengths

3.1.1 Promote the Sharing of High-Quality Resources

The combination of "student centered" multi-element blended teaching mode and "Internet +" can change the current teaching situation and achieve cross regional, cross temporal, fragmented, shared, interactive, networking teaching and learning. At the same time, this model breaks the time and space limitations, so that those better quality educational resources can cover a wider range of student groups, which is undoubtedly a great help to promote the high-quality teaching resources sharing and achieve educational equity.

3.1.2 Promote Students' Learning Active

This teaching mode plays an extremely important role in stimulating students' learning motivation, self-reflection and participation in learning process. Under the background of "Internet + education", learning is no longer just a process of receiving and feedback, but a completely new cognitive process. And the construction of curriculum is no longer just the knowledge imparting process, but rather requires more attention to students' progress design, learners' feelings and participation. Therefore, in this mode, students can acquire more individualized, more targeted and more free autonomous learning conditions and environment.

3.2 Weakness

The applicability problem of student groups. Because students' self-control is not enough and their mental development is not yet fully mature, the integrated teaching environment of the Internet will lead to students suffering from psychological anxiety and mental illness to a certain extent such as "nomophobia" and "Internet dependence". What's more, the information of Internet is miscellaneous, so under the condition that students do not have enough ability to distinguish and judge and their cognitive competence is not yet perfect, the widespread popularization of education informationization will also bring some social problem. At the same time, for most students, they need some time to adapt to change from traditional education mode to the combination of Internet and multi-element blended teaching and learning mode, so the personal adaptability and adaptation time will largely affect students' study level.

3.3 Opportunities

3.3.1 Policy Support

On May 22, 2015, Xi Jinping, President of the People's Republic of China, sent a congratulatory letter to the International conference on ICT (Information and Communication Technology) in education, which profoundly summarized the far-reaching impact of informatization on the whole field of education, it also proves that the renewal of teaching ideas and the reform of teaching methods are the inevitable requirements of the Internet and the information age. The "13th Five-Year plan" of the national education development issued by China's State Council emphasizes the positive development of "Internet plus education" and fully promotes the deep integration of information technology with education and teaching. A series of policy documents, such as "China Education Modernization 2035" have also made corresponding deployment and requirements in the field of education, in order to promote the renewal of educational concepts, mode change and system reconstruction oriented to the information society.

3.3.2 Development of Information Technology

According to the report issued by the China Internet Information Center on February 28, 2019, as of December 28, 2018, the number of Chinese netizens was 829 million, and 56.53 million new netizens were added in the whole year. The Internet penetration rate reached 59.6%, which was 3.8% higher than that at the end of 2017. The Internet penetration rate showed an upward trend year by year. At the same time, the development of broadband network upgrade, media technology and fourth generation mobile communication network has optimized the technical equipment, and provided support for this teaching mode. It can be seen that "Internet + education" has excellent hardware foundation, the development of Internet technology is reshaping traditional teaching methods and creating convenient conditions for achieving fairer and more quality education.

3.4 Threats

At present, there is a mismatch between teachers' ability and thinking and "Internet + education" mode. Most of the production and guidance of multivariate and mixed curriculum content mainly depends on professional teachers, and there are many links in the education model, teaching resources are not only the teaching courseware, teaching plans, supporting exercises which required by traditional education model, but also include classroom discussion and design, feedback of teaching effect and so on. At the same time, it is necessary to integrate these resources with Internet education and their connotation should be extremely rich, which not only greatly increases the workload of teachers, but also tests the ability of teachers. Individual teachers have problems of their knowledge structure which is difficult to meet the demand of "Internet plus education". Although many teachers have rich teaching practice and teaching experience, they cannot adapt to the "Internet + education" mode quickly, and cannot integrate the new form of "Internet+" into education and teaching timely and effectively, which has a negative impact on promoting the progress of the Internet + education curriculum reform. If innovation and reform are limited to teaching conditions, the implementation of this teaching mode will be difficult to succeed. At present, some schools and educational institutions have slowly begun to integrate the Internet and educational model, however, due to the ingrained influence of the traditional education system, most teachers only turn chalk blackboards into lecture courseware, but the core is still simple information browsing, mechanical operation and repetitive training by rote. This cannot effectively cultivate students' transferable abilities such as innovative thinking and problem solving, and cannot better achieve the goal of personnel training.

4. Countermeasures and Suggestions

The combination of Internet and education is the main trend of future education development, so the development of education field must conform to this trend in order to make progress and innovation. According to the above analysis, the following aspects need to be improved:

4.1 Strengthening the Supervision and Guidance of "Internet + Education" and Students

In order to promote the healthy, scientific and orderly development of the new "student-centered" multi-element blended teaching model in the Internet era, the government should formulate policies to clarify the regulatory standards of Internet education and establish a scientific and efficient management system. At the same time, it is necessary to adopt the mode of "Internet + supervision", the relevant departments should establish an online management service platform specifically for "Internet+education", which retains teaching videos and students' data information, use big data and Internet technology to pay attention to students' learning process, learning effectiveness and feedback. For some students to provide appropriate and positive guidance and encouragement, and timely adjust

and reform of the “Internet +education” industry and new education mode.

4.2 This Model Should Be Implemented Scientifically and Reasonably

In terms of curriculum design and cycle, educators and educational institutions should gradually transform teaching into blended teaching based on Internet technology and student-centered idea, gradually reduce the proportion of teachers’ time to teach knowledge, add other mixed teaching links to students’ teaching process, and increase students’ time for discussion, exploration and self-learning. In terms of teaching resources, the widespread application of mobile devices such as smart phones among students facilitates the renewal of teaching resources. In the process of teaching, gradual and rational use of mobile devices and the Internet to share teaching resources can increase students’ interest in learning and stimulate their motivation of self-regulated learning. In the whole process of implementation of this teaching mode, teachers need to integrate the roles of “tutor, waiter and collaborator”, they need to truly into students’ mind, understand students’ preferences and demands for knowledge, fully arouse their enthusiasm and pay attention to differences, development and growth of each individual, so as to make them active, voluntary, creative participation in education teaching practical activities and to truly become the masters of learning.

4.3 Improving Teachers’ Ideology and Comprehensive Quality

Zhao Juming believes that one of the important reasons for the slow development of student-centered learning reform in the United States is the lack of a systematic training system for teachers, which shows that teacher training is a very important link in the implementation of the “student-centered” teaching model. The education sectors should systematically and comprehensively train teachers, promote their understanding of new technology and new teaching mode, improve their professional quality and enhance their ability to use Internet technology. Through multiple lectures such as offline lectures, online answering questions and simulation classes, teachers can clearly understand and grasp the meaning of “Internet plus education” and related teaching mode, actively think and analyze the correct and efficient way to use Internet technology in the "student centered" multi-element blended curriculum teaching mode, in addition develop and produce better educational resources.

4.4 Constructing the Public Service System and Platform of National Educational Resources

The state should actively encourage and take concrete actions to promote the combination of the Internet and the “student-centered” multi-element blended teaching mode. Government should build a national digital education resources public service system and platform featuring interconnection, openness, flexibility, multilevel distribution, nationwide coverage, co-governance, sharing and collaborative services. This system and platform should break the traditional barriers to the development and utilization of educational resources, realize the opening and sharing of digital educational resources, enhance the supply ability of digital educational resources service, and effectively support schools, teachers and students to implement the “student-centered” multi-element blended curriculum teaching. The public service system and platform of national resources can pool the strength of universities, enterprises and other parties to form generative resources covering all segments and disciplines of basic education stage, enrich the learning resources system of vocational education, enhance the online blended curriculum service, so as to form a high quality personalized learning experience and meet the individual needs of learners, teachers and managers.

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