Blending Teaching Model Design and Feedback Mechanism

Chong-mei WANG*,1 and Chong-hong WANG2

1Shandong Institute of Business and Technology, Yantai, China
2Yantai Wen Jing College, Yantai, China

*Corresponding author

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Abstract. According to BOPPPS designed by IWS in University of British Columbia, it can provide a reference model that teachers adjust teaching content and students need to finish some content on the Internet, so that teachers could check the learning of students, for Blending Learning Class. Blending learning not only plays an important function that helps teachers inspire, lead and control but also develops students’ initiative, combining traditional teaching of face-to-face with modern multimedia teaching to acquire a scientific effect of teaching. The article introduced Blending Teaching model and feedback mechanism, so as to explore teaching model reform.

Teaching Method

Teachers should mainly pay more attention to teaching design and organization, creation situation, problem guidance, guidance control and assessment instead of classroom instruction, which shows modern education concept emphasize on giving first place to students and developing their abilities. By using instantiation, leading in question, making knowledge point, solving problem and drawing conclusion, teachers take the problem as the center, solve the teaching difficulties and carefully design each lesson of the teaching process so that they can stimulate students’ interest in learning to cultivate students’ abilities of understanding and applying theoretical knowledge. As an example of negotiation, teachers could use the failure of a business negotiation to lead in a problem that is reason for the failure of this negotiation, so that students can discuss the relevant knowledge content.

Teaching Design

(1) Bridge in

This part is the first step, which requires teachers to design a topic that leads in teaching content, to attract students in class. For example, teachers can share their stories and experiences of marketing or employees’ because students prefer to listen to stories, have curious ideas, to know teachers how to deal with the problems.

(2) Objectives

At this stage, teachers need to assign learning objectives for students to help students know what content they will finish in learning process. And it also helps students get abilities to understand, remember, practice, assess and create at the same time.

(3) Pre-assessment

This stage needs teachers to know about preparation and comprehension that whether they finish all teaching steps and prepare blending learning content before the meeting class.

(4) Participatory Learning

Teachers organize students to be involved in participatory learning, which includes group discussion, hold-up box, simulation negotiations, search of PPT report, mock interviews and so on.
At this stage teachers need to tell students clear teaching objectives to let them participate and reflect, which can help students learn more in assessment.

(5) Post-Assessment

Teachers should test the learning results, which are different from Pre-Assessment and need to upgrade the level of difficulties, to let students know whether they master teaching objectives totally. If students still have some problems, they can interact with teachers in the last stage of teaching summary.

(6) Summary

Summary is a more important link in the classroom because the link can take students’ attention back. Teachers should avoid going sideways and mainly review the key and difficulty points in the classroom, trying their best to use some concise and catchy words to summary, so that students can review points in time. And if students do not understand knowledge points, they can come up with questions.

The Method and Criteria of Assessment

Blending learning based on theory of flip-class teaching, emphasizing not only teachers’ knowledge points in class but also autonomous and cooperative learning, getting from wonderful resource, pays more attention to developing students’ information literacy and expression abilities, so because of blending learning, students’ cognitive model and learning methods and teachers’ teaching model and role change deeply. Therefore, course’s assessment should lay stress on using multiple evaluation system, combining with formative evaluation and summative evaluation and expanding the proportion of formative evaluation in addition. Formative evaluation comprises students’ attendance, daily assignments, individual and group’ learning quality and learning effectiveness, achievements exhibition, discussion activation and so on, which requires teachers to record well. Summative evaluation always test the overall consequence of students’ learning to confirm that whether students reach the standard of the requirement of teaching objectives.

Because the knowledge in teaching design is shared on the Internet, the online data of learning behavior on the Internet is regarded as assessment criteria of students. However if all students’ learning engagement that includes video, discussion, topic that is opened, and online task, is regarded as course assessment, students maybe prefer to cheat and students prefer to watch TV and play games together or watch more videos and do more tests, through others ways that are non-effective for students, if videos make up a high proportion of course assessment, so that teachers should combine real tests with online learning when teachers design course assessment. Otherwise, teaching effect is difficult to guarantee.

The course of sales and negotiating use the whole process of assessment that includes meeting class (40%), online learning (30%), and task (30%). Among them, the meeting class implements the responsibility system of group leader, which has evaluation form and specific rules. At the end of each class, group leader will give members scores according to the rules. And teachers will carry out spot checks to inspect every group leader’s implementation. According to Group leaders’ assessment rules and final report, teachers will give them usual scores. Group assignment mainly assesses practical abilities of methods and strategies, the attitude of learning and the spirit of teamwork in process of simulation sales, which comes into being a central solution of assessment that is based on evaluating the abilities of cooperation and sales promotion, to motivate students to develop skills well and emphasize teamwork so that they can improve students’ abilities that contain interpersonal communication, flexible response and cooperation.

References


