Advances in Vocational and Technical Education (2024)
Clausius Scientific Press, Canada

DOI: 10.23977/avte.2024.060507
ISSN 2523-5834 Vol. 6 Num. 5

Exploration of Blended Teaching Model for Promoting Deep Learning

Weili Liu[a,*], Meili Zhang[b], Huimin Lu[c]

Basic Department, Dalian Naval Academy, Dalian, China
[a]648746489liu@sina.com, [b]zhangmeili66@sina.com, [c]1456632645lu@sina.com
[*]Corresponding author

Keywords: Deep learning, mixed teaching, teaching model

Abstract: This paper aims to explore the mixed teaching model that promotes deep learning. Through the analysis of the concept, characteristics and the connotation of deep learning of mixed teaching, combined with the practical teaching cases, the advantages and implementation strategies of mixed teaching mode in promoting students' deep learning are expounded. Research shows that the mixed teaching model can integrate online and offline teaching resources, stimulate students 'interest and initiative in learning, improve students' learning effect and comprehensive quality, and provide an effective way to cultivate innovative talents to meet the needs of the new era.

1. Introduction

In today's era of rapid development of knowledge economy, the mission of education is no longer only the transmission of knowledge, but more importantly, to cultivate students with the ability of deep thinking, innovative practice and lifelong learning. Deep learning, as a learning method that pursues the development of high-order thinking and deep understanding of knowledge, is gradually becoming the focus of attention in the field of education.

With the continuous progress of information technology, the hybrid teaching mode comes into being. It integrates the advantages of traditional classroom teaching and online learning, providing students with more rich and diverse learning resources and a flexible and independent learning environment. This new teaching mode not only breaks the limitation of time and space, but also can stimulate students' interest and initiative in learning, and promote students to actively participate in the learning process.

However, how to effectively promote deep learning in hybrid teaching is still an urgent problem to be solved. At present, although mixed teaching has achieved some results in practice, there are still many challenges in guiding students to think deeply, cultivating the ability of critical thinking and solving practical problems.

This study aims to promote the mixed teaching mode of deep learning, through the characteristics of mixed teaching, the connotation of deep learning and analyze the relationship between the two, put forward the specific teaching strategies and methods, in order to improve the quality and effect of mixed teaching, to cultivate innovative talents to meet the needs of the new era to provide useful reference and reference.

2. The Concept and Characteristics of Mixed Teaching

2.1. The Concept of Mixed Teaching

Mixed teaching[1][2][3] refers to a teaching mode that combines traditional classroom teaching with online learning and achieves teaching objectives by integrating online and offline teaching resources. It includes both face-to-face classroom teaching, but also includes online learning, self-directed learning, collaborative learning and other learning methods.

2.2. The Characteristics of Mixed Teaching

2.2.1. The Teaching Resources are Rich and Diverse

Mixed teaching can integrate a variety of teaching resources, such as textbooks, courseware, videos, online courses, etc., to provide students with a rich variety of learning content.

2.2.2. Learning Methods are Flexible and Diverse

Students can choose different learning methods according to their own learning needs and interests, such as classroom listening, online learning, group discussion, practical operation, etc., to improve the autonomy and flexibility of learning.

2.2.3. Teaching Interaction is Strong

Mixed teaching can realize the interaction between teachers and students and students through online platforms, social media and other tools, and enhance the interactivity and participation of teaching.

2.2.4. Teaching Evaluation is Diversified

Mixed teaching can adopt diversified teaching evaluation methods, such as formative evaluation, summative evaluation, self-evaluation, peer evaluation, etc., to comprehensively evaluate students' learning process and learning effect.

3. The Connotation and Characteristics of Deep Learning

3.1. The Connotation of Deep Learning

Deep learning[4][5][6] refers to the learning that students can critically learn new ideas and facts on the basis of understanding learning, and integrate them into the original cognitive structure, connect with many ideas, and transfer existing knowledge to new situations to make decisions and solve problems.

3.2. Features of Deep Learning

3.2.1. Focus on the Understanding and Application of Knowledge

Deep learning emphasizes students' understanding and application of knowledge, rather than a simple memory and retelling. Students need to apply the knowledge to practical problems and improve their ability to solve problems through high-level thinking activities such as analysis, synthesis and evaluation.

3.2.2. Emphasis on Critical Thinking and Innovation Ability

Deep learning requires students to have critical thinking and innovation ability, be able to question, analyze and evaluate the knowledge learned, put forward their own views and opinions, and be able to create new knowledge and methods.

3.2.3. Focus on the Initiative and Autonomy of Learning

Deep learning emphasizes students' learning initiative and autonomy. Students need to actively participate in the learning process, independently choose the learning content and learning methods, make learning plans and learning goals, and improve the efficiency and quality of learning.

3.2.4. Emphasize the Situational Nature and Sociality of Learning

Deep learning emphasizes the situational and sociality of learning. Students need to learn in real situations, cooperate and communicate with others, solve problems together, and improve the practicality and effectiveness of learning.

4. The Advantages of the Mixed Teaching Model in Promoting Deep Learning

4.1. Provide Rich Learning Resources

Mixed teaching mode can integrate various online and offline teaching resources to provide students with rich learning content and learning channels. Students can choose different learning resources according to their own learning needs and interests, conduct independent learning and inquiry learning, and improve their initiative and enthusiasm in learning.

4.2. Promote a Shift in the Learning Style

The mixed teaching mode can promote the transformation of students' learning mode, from the traditional passive receptive learning to the active inquiry learning, cooperative learning and personalized learning. Students can actively participate in the learning process through online learning, group discussion, practical operation and other ways to improve the effect and quality of learning.

4.3. Enhance Teaching Interactivity

The hybrid teaching mode can realize the interaction between teachers and students through online platforms, social media and other tools, and enhance the interactivity and participation of teaching. Teachers can timely understand students' learning situation and learning needs, and provide personalized guidance and help for students; Students can communicate and discuss with teachers and classmates, share learning experience and learning results, and improve their interest and motivation in learning.

4.4. To Achieve Diversified Teaching Evaluation

The mixed teaching mode can adopt diversified teaching evaluation methods[7], such as formative evaluation, summative evaluation, self-evaluation, peer evaluation, etc., to comprehensively evaluate students' learning process and learning effect. Diversified teaching evaluation methods can encourage students to actively participate in the learning process and improve the quality and effect of learning.

5. Mixed Teaching Model Promotes the Implementation Strategy of Deep Learning

5.1. Design Reasonable Teaching Objectives and Teaching Content

When designing the mixed teaching mode, teachers should design reasonable teaching objectives and teaching contents according to the teaching syllabus and the students' actual situation. The teaching objectives should be specific, operable and evaluable; the teaching contents should be rich and diverse, targeted and practical.

5.2. Choose the Appropriate Teaching Methods and Teaching Methods

When choosing teaching methods and means, teachers should choose appropriate teaching methods and means according to their teaching objectives and contents. Teaching methods should be diversified, such as teaching method, discussion method, case analysis method, project teaching method; teaching methods should be modernized, such as online teaching platform, multimedia teaching equipment, virtual simulation technology.

5.3. Organize Effective Teaching Activities

When organizing teaching activities, teachers should organize effective teaching activities according to their teaching objectives and contents. Teaching activities should be interesting and challenging, and can stimulate students' learning interest and motivation; Teaching activities should be hierarchical and progressive to meet the learning needs and learning abilities of different students.

5.4. Provide Timely Teaching Guidance and Teaching Feedback

Teachers should provide timely teaching guidance and teaching feedback in the teaching process. Teaching guidance should be targeted and personalized, and can help students solve problems and difficulties in learning; teaching feedback should be timely and objective, can let students understand their learning situation and learning effects, timely adjust learning strategies and methods.

5.5. Establish a Diversified Teaching Evaluation System

When establishing the teaching evaluation system, teachers should establish a diversified teaching evaluation system[8]. Teaching evaluation should include formative evaluation and summary evaluation, self-evaluation and peer evaluation, teacher evaluation and student evaluation; teaching evaluation should focus on process evaluation and developmental evaluation, can comprehensively evaluate students 'learning process and learning effect, and promote students' deep learning and comprehensive development.

6. Conclusions

As a new teaching mode, the mixed teaching mode provides new opportunities and challenges for promoting students' deep learning. By integrating online and offline teaching resources, the mixed teaching mode can provide students with rich learning content and learning channels, promote the transformation of students 'learning mode, enhance teaching interaction, realize diversified teaching evaluation, and improve students' learning effect and comprehensive quality. In the implementation of mixed teaching mode, teachers should design reasonable teaching objectives and contents, choose appropriate teaching methods and means, organize effective teaching activities,

provide timely teaching guidance and feedback, and establish a diversified teaching evaluation system to promote students' deep learning and all-round development.

References

[1] Liu Yanli. Research on hybrid teaching mode practice based on deep learning [J]. Office Automation, 2024, 29 (12): 52-54.

[2] Miao Yugang. Exploration and practice of BOPPPS mixed teaching mode based on learning communication [J]. China's Educational Technology and Equipment, 2024, (13): 95-100.

[3] Lv Ruixing, Sun Jinjie, Ma Jun. Exploration of the online and offline mixed teaching mode of advanced mathematics [J]. Journal of Jilin University of Chemical Technology, 2021, 38(08):50-53. DOI:10.16039/j.cnki.cn22-1249.2021. 08. 013.

[4] Liu Congwen, Li Xuexi. Research on information Teaching reform based on Deep learning [J]. Teacher, 2024, (18): 105-107.

[5] Shandna. Hybrid Teaching Strategy and Application of Deep Learning based on Artificial Intelligence [C] / / Henan Private Education Association. 2024 Higher Education Development Forum and Ideological and Political Seminar proceedings (Volume 1). Harbin Guangsha University; 2024:3. DOI:10.26914/c.cnkihy. 2024. 017208.

[6] Tian Xiuyun, Wang Wenhua, Shi Wenqing, et al. Exploration of the online and offline mixed teaching mode of the mathematical physics method [J]. Chinese modern educational equipment, 2024, (07):107-110. DOI:10.13492/j. cnki. cmee. 2024.07.052.

[7] Yan Zhenhua. Exploration and practice of online and offline Mixed teaching mode of Advanced Mathematics [J]. Math Study and Research, 2023, (15): 2-4.

[8] Sun Jin, and Juanjuan Chen. Exploration of 'dynamic hybrid' teaching mode of high numbers based on rain classroom [J]. Technology Vision, 2022, (22):98-100. DOI:10.19694/j.cnki.issn2095-2457.2022.22.28.