Bloom masters the application of learning theory in blended teaching in international Chinese education

Qiao Gao, Yanyan Shi*, Fei Feng

Qingdao Engineering Vocational Collegel, Shandong, Qingdao, 266000, China

*Corresponding Author

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Abstract: In recent years, more and more“Chinese + skills” projects have been launched, providing a variety of vocational training and employment opportunities for overseas learners.Based on the background of“Chinese + skills”, the paper highlights the characteristics of vocational skills training in vocational colleges, takes learners' needs as the foundation, takes typical tasks as the driving force, and takes the teaching goal as the guidance, based on Brumm's classification of teaching objectives, a hybrid teaching model for international Chinese language education is established, with online and offline blended teaching as the means and process assessment as the key, it provides a step-by-step learning process with rich teaching contents, various teaching forms and dynamic teaching evaluation.

1. Introduction

With the in-depth development of globalization, the scale of production factors and talent flow in the world is expanding day by day, and the trend of internationalization of vocational education is becoming more and more obvious, and overseas students from many countries come to China to receive vocational education. Under the background of the international development of vocational education, "Chinese+ skills" has become a new direction for the development of vocational education. "Chinese+ skills" is an education that integrates language and occupation, and is an important educational measure to serve the national development strategy and enhance international influence[1].

In order to actively respond to the call put forward in the report of the 20th National Congress of the Communist Party of China to comprehensively empower education with digitalization and informatization. The international Chinese education of vocational colleges revolves around the main line of "Chinese+ skills" training, empowers the new era and new development concept, and aims to cultivate compound talents who are "proficient in language, understand technology, and cross-cultural". Relying on big data, Internet of Things, mobile Internet and other information technologies, build an online learning platform, break the traditional single offline teaching mode, actively explore blended teaching models, innovative teaching methods, enrich teaching content, introduce flexible and diverse online communication and interaction between teachers and students and independent learning, create online and offline blended teaching based on learners' needs, better grasp learners' learning dynamics and learning effects, provide learners with more high-quality learning resources, create a good learning environment, and break the limitations of time and space. Meet the individual needs of learners.

2. Bloom mastered the theory of learning

Bloom's mastery of learning theory has a wide range of applications in the field of teaching practice, and its combination with various teaching methods and teaching modes has formed a rich innovation and application of theoretical teaching and practical teaching[2]. The objective classification system of Bloom's mastery learning theory is shown in Figure 1. Based on Bloom's mastery of learning theory, the typical tasks of the blended teaching activities of international Chinese education are set up in a goal-oriented and advanced teaching activity in the process of cognition, emotion and skill acquisition. Combined with online and offline blended teaching methods, dynamic whole-process learning

evaluation is carried out, and a hybrid teaching model with clear teaching objectives, rich and diverse teaching forms, and dynamic and comprehensive teaching evaluation is established.

3. The construction of an international Chinese blended teaching model based on Bloom's mastery of learning theory under the background of "Chinese+ skills"

Under the background of "Chinese+ skills", the construction of the international Chinese education hybrid teaching model based on Bloom's goal classification teaching mainly starts from the aspects of teaching goal setting, teaching activity object analysis, teaching content design, teaching environment setting, teaching activity development, teaching evaluation feedback and teaching effect, forming a hybrid teaching mode with clear teaching objectives, closed-loop teaching design, continuous teaching activities, positive teaching feedback, rich teaching resources and visible teaching effects.

3.1 Active object analysis

The target of teaching activities is the basic element of carrying out online and offline hybrid teaching activities. The main participants in the implementation of teaching activities in the teaching process are composed of learners and teaching teachers. Fully understanding the needs and characteristics of the objects of teaching activities is the premise and guarantee for carrying out blended teaching.

3.1.1 Learner Analysis

"Chinese+ Skills" is aimed at a group of international students from overseas who are native speakers of foreign languages and have different cultural backgrounds and experiences. They receive language education and vocational skills education at vocational colleges, with the first year focusing mainly on language learning and vocational skills education from the second year. In order to successfully carry out vocational education teaching activities among these learners, it is necessary to carefully analyze the personality of the learners, such as: age, personality, cultural background, Chinese language level, learning characteristics, professional skill categories, etc. At the same time, it is also necessary to analyze the learning environment of learners, such as: learners' learning location, learning conditions, learning time, national education policies, etc. Through the analysis and research of learners, select teaching platforms that are easy to carry out blended teaching, and arrange for students to accept teaching content that is easy to accept, vivid, interesting and attractive; Experiential, analytical, speculative, gamified and learning teaching methods are used to carry out teaching activities. By fully understanding the needs of learners, accurately constructing learner portraits, and achieving good teaching effects.

3.1.2 Teacher analysis

In the context of "Chinese+ skills", teachers must not only understand technology and language, but also have an international perspective and cross-cultural communication skills. Compared with the traditional offline teaching mode, blended teaching requires teachers to conduct preliminary analysis and design of courses, organize, produce and publish online learning content for learners to learn, and complete online learning Q&A and assessment. Offline interactive communication and collaborative exploration with learners in the form of "flipping"; Due to the complexity of learners' learning situation, in order to be able to accurately guide the learning objects, it is necessary to formulate highly targeted learning plans, release appropriate learning resources, and carry out multi-time online teaching guidance and ideological education according to teaching feedback. Therefore, teaching teachers must not only have certain information technology application capabilities, systematic teaching design capabilities and teaching implementation capabilities, but also have certain communication skills.

3.2 Advanced teaching goal setting driven by typical work tasks

Vocational education is mainly applied education, and the "Chinese+ Skills" talent training goal

aims to cultivate the language communication ability, professional skill application ability, professional quality ability and communication and penetration ability of Chinese culture of international students in vocational colleges. A typical job task is the skills learners need to perform technical work in the field. According to the cognitive law of knowledge, emotion and skills in Bloom's goal classification teaching from low-level to high-level, typical work tasks are decomposed, and each work task corresponds to the learning content and emotions and skills that should be learned at this stage. Table 1 shows the breakdown of typical tasks and task objectives.

Table 1 Breakdown of typical work tasks based on Bloom's teaching objectives

Task decomposition	Task 1	Task 2	Task 3	Task 4
Content	Phenomena, experiences, experiences	Definition, classification, meaning	Process, process, operation	Implement, improve, innovate
Knowledge dimension	Factual knowledge	Conceptual knowledge	Procedural knowledge	Metacognitive knowledge
Emotional dimension	Acceptance, reaction	Form values	Organizational values	Value system personalization
Skill dimension	Intuition, stereotype	Guided response	Mechanical action	Adapt, innovate

3.2.1 Design ideas of online and offline blended teaching and learning programs

The research on the blended teaching method of international Chinese education of "Chinese+ skills" is driven by typical work tasks, guided by Bloom's goal classification, and designed the overall framework of online and offline blended teaching according to the five elements of teaching design.

3.2.2 Implementation process of online and offline blended teaching

The implementation process of international Chinese education online and offline blended teaching activities based on Bloom's goal classification learning method revolves around the five elements of teaching to ensure the integrity of teaching design activities. The specific teaching implementation process is as follows:

(1) Fully investigate the teaching objects and set teaching tasks that meet the learning conditions of learners.

(2) Set teaching objectives according to teaching content and guide learners to complete learning tasks.

(3) In the process of completing teaching tasks, with the help of network platforms and digital resources, record teaching videos, upload learning materials, student self-study, group collaboration, online interactive teaching, offline flipped classroom, scenario teaching, game interaction, practical operation, online testing, offline assessment and other teaching strategies to support, motivate and promote learners to achieve teaching goals. The flipped classroom can establish learner-oriented teaching activities, emphasizing learners' communication skills, knowledge application and internalization skills; Scenario simulation, through setting problem scenarios and case scenarios, guiding feedback to highlight learners' comprehensive skills; Game interaction, through the way of games, while increasing the fun and language expression ability of the course, improves learners' interest in learning and learning experience, and helps learners and educators establish higher value trends. Practical operation, focusing on learners' hands-on ability, independent thinking ability, teamwork ability, rigorous and standardized ability, these are higher-order learning abilities.

(4) The teaching process is from low to high, through old knowledge such as phenomena, facts, and experience, new knowledge to be defined, understood and appreciated, and analyzed and applied on the basis of new knowledge to achieve the integration of new knowledge.

(5) In the process of completing each typical work task, set corresponding assessment standards, check the learning of learners at each learning stage, give feedback and help to learners who do not meet the assessment standards, and ensure the learning progress.

3.3 Bloom Target Classification Blended Teaching Implementation

According to Bloom's goal classification teaching method, advanced online and offline blended teaching activities of typical work tasks are carried out in international Chinese+ skills education [3].

3.3.1 Select an online teaching platform

Blended teaching activities can be carried out through teaching platforms such as micro-teaching assistants, rain classrooms, and wisdom trees.

3.3.2 Preparation of teaching activities

(1) Establish a learning exchange group and collect learning feedback.

(2) Select and produce teaching resources. According to the learning tasks and learners' learning situation, teachers collect materials and produce online learning content, and teachers select and learn from digital resources on the online platform or knowledge such as phenomena, experiences, and facts in life for processing, and produce online learning materials that meet the needs of learners, such as courseware, micro-videos, audio, documents and other materials for learners to learn.

(3) Assign learning tasks and upload learning materials.

(4) Create study groups and learn collaboratively.

3.3.3 Implementation of online and offline blended teaching activities

(1) Publish pre-course learning tasks, complete online self-study, collect learning feedback in learning exchange groups, and understand learners' interests, difficulties and concerns about learning content.

(2) Design of teaching activities. Teachers carry out blended teaching activities based on the feedback of students' online learning before class, conduct face-to-face teaching with learners with the help of teaching platforms, and organize students to learn through teaching methods such as flipped classrooms, scenario simulation, game interaction, and practical operations.

(3) Learning test, through the test, to test learners' learning ability, learning attitude and comprehensive quality ability. Be able to memorize factual knowledge that needs to be memorized, comprehend conceptual knowledge that needs to be understood, and apply analysis to procedural knowledge such as principles, functions, and structures that are more comprehensive; Be able to master technical, comprehensive metacognitive knowledge. Be able to accept, comprehend and form a positive emotional response at the emotional level, and organize the establishment of a personalized value system; Be technically acceptable, react under guidance and be able to complete complex operations.

3.3.4 Learning evaluation and ability training

Learners' learning evaluation is mainly based on the acquisition process of advanced learning tasks, focusing on online and offline hybrid teaching activities, through online self-learning, interactive discussion, classroom feedback, testing, homework, group collaboration, practical operation, scheme design, achievement display, etc., to comprehensively examine students' learning ability, collaboration ability, communication ability, hands-on ability, comprehensive ability and innovation ability.

3.3.5 Teaching Guidance

Teachers provide online and offline counseling and answer questions according to learners' learning conditions, guiding learners to consolidate knowledge and improve skills.

(1) Use the interactive tools of the teaching platform to timely understand students' understanding of learning content, and provide guidance for problems encountered in the learning process.

(2) For the special problems of learners, personalized guidance should be carried out to achieve individualized teaching according to people's conditions and aptitude, which not only satisfies the desire for knowledge of learning subjects at different levels, but also encourages teachers to accumulate rich teaching experience and improve teaching quality.

3.3.6 Presentation of achievements

After the end of the teaching task, teachers display students' achievements or practice processes in the learning exchange group, encourage students through excellent achievement display, and at the same time deeply explore their ideological dynamics and learning status, so as to lay a solid foundation for the next stage of teaching.

4. The application case

Taking a typical work task in the course of "Maintenance and Maintenance of New Energy Vehicles" "Preparation for the Operation of Electric Vehicles and Vehicles" as an example, the typical work task is divided into four sub-tasks according to the Bloom goal classification method, each task sets corresponding learning content and evaluation standards, and carries out online and offline hybrid teaching with the help of information platform, and evaluates students' cognition from low to high level in the process of teaching activities, and each stage corresponds to the assessment and evaluation plan and the comprehensive quality ability that should be learned[4]. The specific embodiment is shown in Figure 1.

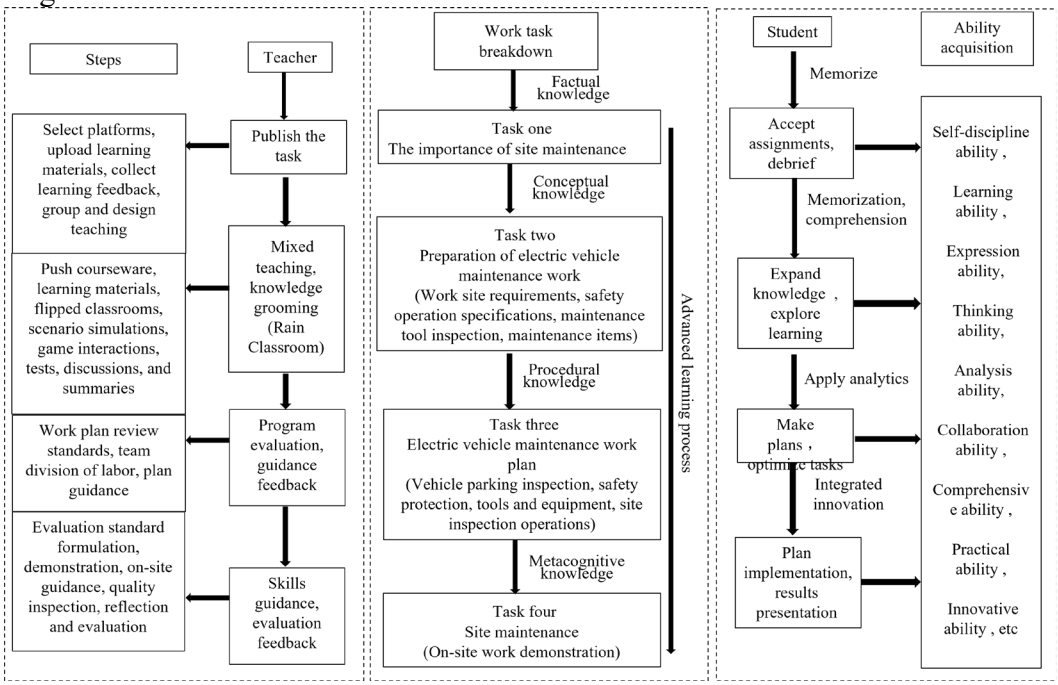

Figure 1 Implementation scheme of blended teaching based on Bloom's goal classification

5. The advantages of Bloom's goal classification blended teaching model

Based on the research of blended teaching mode based on Bloom's goal classification, the typical work tasks are decomposed, and advanced learning is carried out from low to high level according to the Bloom goal classification, and the learning mode is fully grasped in the field of knowledge, emotion and skills through the hybrid teaching mode of online and offline, which shows its own advantages:

5.1 Teaching content that pays attention to individuality and teaches according to aptitude.

The "Chinese+ skills" talent training process pays attention to the personality characteristics of learners and pays attention to the motivations of the educated people, such as language level, cultural differences, interests, and needs. Optimize learning content based on learner characteristics and learning environment.

5.2 Task-driven, goal-oriented, step-by-step learning process.

The learning process is guided by typical work tasks, and the tasks are decomposed from low to

high level according to Bloom's learning theory, and the learning objectives are clear, from the memory of knowledge - comprehension - application analysis - comprehensive evaluation; Emotional intuition - reaction - formation of values - reinforcement of values to acceptance of skills - guided response - mechanical work - explicit complex use of innovation, each learning process is clear and gradual.

5.3 Online and offline cross-integration, knowledge construction + sharing classroom teaching.

Using modern information technology, combined with the individual characteristics of students, innovative design of teaching projects, development of teaching resources and design of teaching activities, to achieve online and offline blended learning. Online self-learning + offline interaction fully reflects the role of students as their own knowledge builders, and creates a sharing classroom through online communication, offline flipped classroom, scenario simulation and other forms.

5.4 Multi-directional evaluation, focusing on the process assessment of learners' comprehensive quality and ability training.

The assessment of students is mainly from the aspects of knowledge mastery, learning attitude, technical level, professional ability, innovation literacy, etc., and the assessment content is comprehensive. Examine learners' knowledge skills and emotional goals in the process of learning activities, and provide timely feedback and guidance according to students' actual situation to help students acquire comprehensive quality and ability.

6. Summary

The international Chinese education of "Chinese + skills" highlights the educational process of language and skills, and for vocational colleges, the skill training of talents has become the core and prominent feature of education. The Bloom goal classification decomposes the knowledge objectives to form a learning process from low-level to high-level, and establishes a learning process from shallow learning to deep learning, which is conducive to learning across barriers on the basis of limited language level for overseas students. Blended teaching assists teaching with the help of information technology means, provides rich teaching resources, increases the diversity of teaching activities, monitors the teaching effect of the whole process, better grasps the learning situation of learners, and provides more basis for the continuous optimization of teaching implementation and the cultivation of all-round quality ability. In the future teaching process, we will continue to explore the teaching mode of international Chinese education on this basis, provide more teaching methods for serving international Chinese education, and cultivate more international talents who understand language, technology and feelings for international Chinese education [5].

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