

Educational Psychology Classroom Teaching Based on Blended Learning Model

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Abstract: With the advent of the information society, the society has put forward higher requirements for the quality of talents cultivated in colleges and universities, and students' individual requirements for the quality of the education they receive are also getting higher and higher. The purpose of this paper is to study the application of educational psychology classroom teaching based on the blended learning model. On the basis of summarizing the research on blended learning and learning theory at home and abroad, the concept of blended learning is proposed, and the teaching design model and teaching implementation process of blended learning based on SNS are constructed. Proposing ways to improve teaching through SNS-based blended learning, we constructed an SNS-based learning community and designed a community-based blended learning case. In addition, this paper investigated the implementation of blended learning model educational psychology classroom teaching through questionnaires. The practical results of the case show that the blended learning based on SNS can improve the teaching situation very well, and 96 people chose to continue to use blended educational psychology classroom teaching.

1. Introduction

Educational psychology is a professional core program for special educators [1]. The teaching space of this course requires students to understand and understand the scientific principles and cultivation conditions of knowledge, motor skills, behavior and behavior from a technical perspective, and to understand the development of science and human behavior through the cultivation of this discipline [2]. It allows students to analyze and judge some training problems in the classroom according to the relevant principles of science education, or to analyze some training content from the aspects of knowledge, skills, attitudes and behaviors, and analyze their training in psychology [3]. And apply their own pedagogy and relevant science for future training activities

[4].

Educational psychology has also changed old ideas about schooling [5]. Therapeutic education is unique to the study of how people learn, including training variants, gifted students, and students with disabilities. Harun-Ur-Rashid M reviews the effectiveness of educational interventions, the psychology of instruction, and the social psychology of schools as organizations to learn more about how to help education. Explain the way a person learns and understands various concepts in terms of behaviorism, cognitivism and constructivism [6]. By understanding the importance of educational psychology, Pressley T enables pre-service teachers to compare the U.S. education system with that of Finland. The data demonstrate changes in students' perceptions of education, the Finnish education system, and the application of theory in real-world settings [7]. It is of practical significance to study the classroom teaching of educational psychology based on the blended learning model.

This paper firstly defines the concepts of "blended teaching", "blended teaching system" and "network teaching platform"; secondly, it theoretically explains the mixed teaching theories such as multiple intelligences learning theory and constructivist teaching theory. Research guides and supports the construction and implementation of a hybrid teaching system framework based on an online teaching platform. Taking the educational psychology course as an example, aiming at the implementation of the students who have completed the course in schools in M province, organize self-study activities on the comprehensive information service platform of open educational psychology classrooms, create group collaboration activities and Internet supervision, and analyze students' perceptions of Perspectives on blended teaching in educational psychology classrooms.

2. Research on Classroom Teaching of Educational Psychology Based on Blended Learning Model

2.1. Constructivist Learning Theory

Constructivism emphasizes that students are eager to explore knowledge and explore the inner connection between new knowledge and old knowledge [8]. The factors affecting constructivism mainly include "position", "cooperation" and "construction". "Orientation" means that teachers must create an environment conducive to students' interpretation through the course and understand the interaction of acquiring new knowledge before starting learning [9]. "Collaboration" occurs in all training activities. It is a collaborative effort between teachers and students, including the collection and organization of educational materials and the certification of forward-looking projects [10]. "Communication" refers to the process of interaction and exchange of resources between training groups. "Positioning" is the highest point of training activities, which is the mastery of the essence of knowledge, the understanding of laws, and the internal connection between things [11].

2.2. Multiple Intelligences Learning Theory

In blended education, teachers need to take into account the characteristics of more students, develop appropriate learning spaces, and select appropriate training methods according to the general characteristics of students [12]. For students with deficiencies in some aspects, teachers should pay more attention to finding bright spots for students, make appropriate positive evaluations, and make students have a positive enthusiasm for writing. In blended education, multiple intelligences learning theory is widely used. Teachers should formulate different teaching spaces, teaching methods and teaching evaluation plans according to the basic understanding

characteristics of students. Therefore, knowledge of many skills is also an exercise.

2.3. Blended Teaching Mode

2.3.1. Supplementary Type

This model retains the basic structure of the traditional classroom, simply complementing it with technology-based extracurricular online activities or providing supplemental online learning materials to enhance student interaction with the teaching content.

2.3.2. Alternative

The model reduces face-to-face teaching time and instead increases the time students spend studying online. This model assumes that online learning by individuals or groups is better than classroom learning.

2.3.3. Shopping Mall Type

This model eliminates all face-to-face lecture time, while learners learn at their own pace using online learning resources available in the Learning Resource Center. During the learning process, the Learning Resource Center provides instructional software, exercises, hypertext, online tests, and personalized help for learners. The teaching philosophy of this model is no longer based on when teachers want to teach, but when students want to learn.

2.3.4. Completely Online

The approach to this model is that students conduct all learning activities online, supplemented only by face-to-face instruction when necessary. Teachers need to split the teaching content into multiple small courses, and at the same time, teachers need to personally reply to every question, evaluation or discussion of students during the online learning process.

2.3.5. Autonomous

In this mode, learners can decide their own learning methods, and learners will be given a set of learning options suitable for their own learning styles and skills, which will specifically list learning tasks, the relationship between learning tasks and learning objectives, and the submission time of learning tasks. Different from the above-mentioned four modes, this mode gives learners greater choice and fully embodies the "learner-centered" teaching idea.

3. Investigation and Research on Classroom Teaching of Educational Psychology Based on Blended Learning Model

3.1. Implementation Objects

In the schools of M province, the educational psychology course is offered for the second-year students majoring in education. Therefore, students in the third and fourth classes of the education major are selected as the main body of practice. Two classes are used in the form of co-class teaching, with a total number of 50 students. Educational Psychology is a compulsory basic course with a total of 44 credit hours. The teaching needs are fully considered in the implementation of the

course's blended teaching system, and the SNS learning community is selected in terms of technical environment, which enables students to "learn from time to time" and "learn from everywhere", which not only allows students to exert their subjective initiative in the learning process. It also lays the foundation for teachers to carry out teaching in accordance with their aptitude.

3.2. Research Methods

This paper investigates the teaching situation after the blended learning model is applied in the educational psychology classroom. The research topic is mainly objective questions, supplemented by subjective questions. The objective questions include classroom teaching methods, interactive methods and consolidating the knowledge level of students in the classroom. Class attendance, student satisfaction, learning outcomes, etc. Subjective questions mainly allow students to make suggestions on teaching and the form of teaching they wish to adopt. The survey was conducted in the form of an online survey, with a star-marked questionnaire as the survey carrier. A total of 152 questionnaires were submitted, and 150 were actually tested, with an actual percentage of 98%.

3.3. Data Processing and Analysis

This paper uses SPSS 22.0 software to count and analyze the results of the questionnaire, and conduct t test. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

Among them, formula (1) is the single population test, \bar{x} is the sample mean, s is the sample standard deviation, and n is the number of samples. Formula (2) is a double population test, s_1^2 and s_2^2 are the two-sample variance, and n_1 and n_2 are the sample sizes.

4. Analysis and Research on Classroom Teaching of Educational Psychology Based on Blended Learning Model

4.1. Design of Blended Learning in Educational Psychology

In the teaching practice of blended learning, the most important content is the effective organization of blended learning activities, the design and implementation of teaching activities, and helping students achieve effective learning planning, organizing activities, and evaluating activities. Its process is shown in Figure 1:

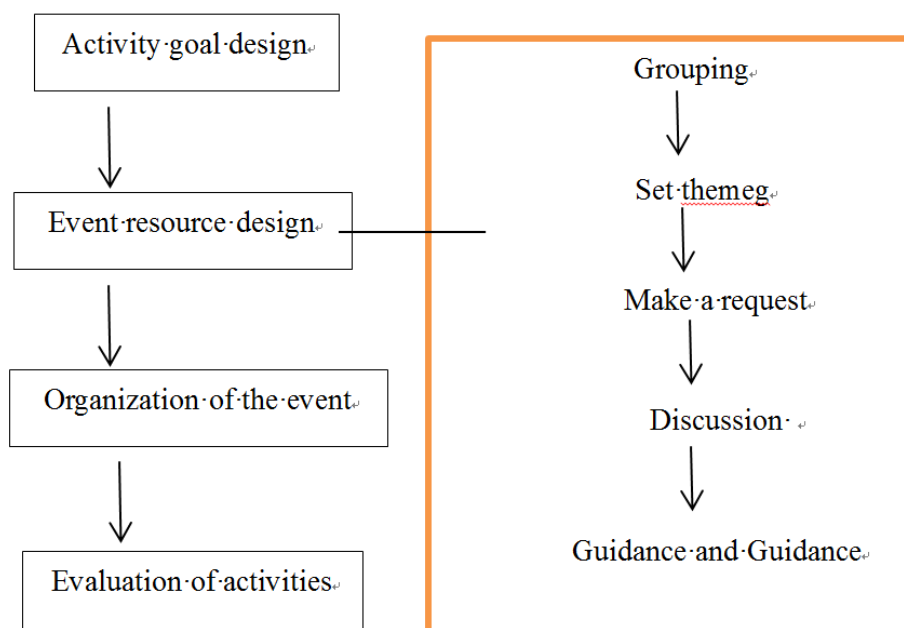


Figure 1: Learning activity design process

Educational technology majors offer educational psychology at the undergraduate level (some schools also offer this course at the postgraduate level). Through the study of this course, students can mainly understand how human beings learn, and apply relevant theories to learning system design, educational information technology support the design of. The learning theory component of this course includes behavioral learning theory, cognitive learning theory, and constructivist learning theory.

After listening to the teacher's explanation of the theoretical knowledge of classroom learning, students design an informatization teaching plan or build a special learning website or do an online course according to the theory they have learned, which should reflect the learning theory used on the drawings. Through the design of such learning activities, students are required to have theoretical knowledge of learning in different schools, to be able to combine learning theory with practice, to effectively design learning activities supported by information technology, to learn collaborative learning and to use learning networks.

Publish tutorials, video tutorials, online tutorials, tutorials, and lesson plan templates in the Learning Area, and provide some extensive resources, recommend expert blogs, and check out some great assignments in the Work View area. Plan event topics and syllabuses on the community home page. In the learning community sharing area, teachers and students can also upload relevant training materials to share resources and enrich the resource library. Teachers and teaching assistants organize extracurricular reading materials to make knowledge more organized and more convenient for students to learn.

4.2. Application Effect Analysis

After the implementation, when the students were surveyed whether they were willing to continue using the blended teaching model, 64% of the students chose "very willing", 31 students said "yes", 20 students answered "not sure", and only 3 students said "unwilling" as shown in picture 2. It can be seen from the research that most of the students in the sample accepted and

recognized the teaching practice of educational psychology courses based on the SNS blended learning model, as shown in Table 1 and Figure 2.

Table 1: Statistics on willingness to continue using this mode

Would you like to continue using this mode	Number of people	Percentage
Very willing to	96	64
Willing	31	20
Uncertain	20	13
Unwilling	3	2

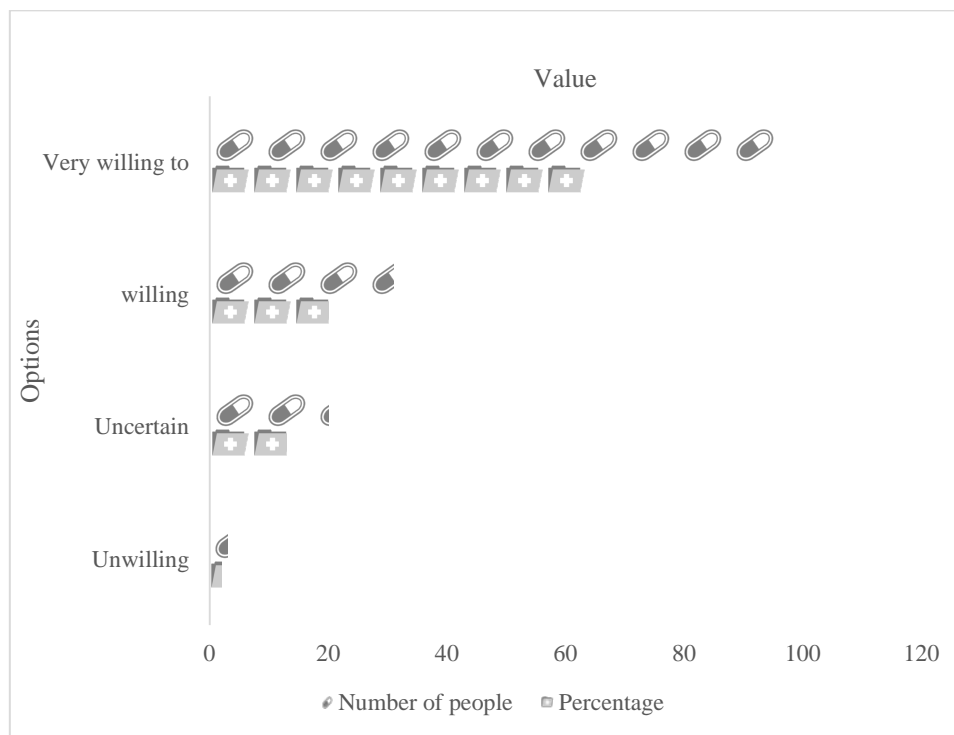


Figure 2: Statistics on willingness to continue using this mode

For teachers to publish resources on the platform as materials for students before class, students said that this method enriched the learning form, stimulated learning interest, and stimulated curiosity. Classes are also more actively and seriously involved in learning and interaction.

In the statistics of "the effect of integrated information service platform integration on course learning", 62% of students believe that the automation of the platform can stimulate their interest in courses; 52% of students believe that platform resources enrich classroom teaching, and 47% of students believe that platform learning Resources greatly enrich traditional learning resources; 49% of students believe that platforms provide a new way of learning.

After the application of blended teaching in educational psychology courses, students' satisfaction and participation were analyzed. Almost 90% of students accepted and recognized this kind of teachers' scientific planning of online and offline teaching activities, setting reasonable learning tasks, Monitor, guide, and assist teachers in their teaching methods throughout the process. The blended learning system has its uniqueness, blending and flexibility in teaching strategies, teaching methods, teaching content and teaching interaction.

5. Conclusions

In recent years, the country has made great progress in vocational education. The new curriculum reform emphasizes the need to fully reflect the high level of students' richness and change the traditional teacher training method. At this time, the development of school education profession is particularly important. This paper introduces the research base and research review at home and abroad, and introduces the online learning-based blended learning educational psychology curriculum research from a review of comprehensive online learning research, case study fusion, and online training research tools. Make objective decisions under the guidance of a comprehensive learning process. Taking schools in M area as an example, through the design of questionnaires and the implementation of the blended learning model of educational psychology, the current situation of the schools after the implementation of blended training is understood, and the research results are analyzed.

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