Research Hotspots and Trends of Blended Learning at Home and Abroad

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Abstract: Network-based blended learning mode has gradually become the main teaching strategy in the development of higher education. Teachers should also re-understand the basic issues of teaching and evaluation in non-traditional space, respect the dominant position of students, give full play to the role of hybrid learning mode, and promote the overall development of students.

Keywords: Domestic and foreign; Blended learning; Research hotspot; Trend

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Blended learning mode is a diversified and constantly expanding field of inquiry, which can provide opportunities for the development of teaching. Compared with simple classroom teaching, blended learning has higher efficiency, and can also integrate the advantages of online learning and classroom learning.

1. Research Hotspots of Blended Learning at Home and Abroad

(I) Teaching Practice

In the process of trend analysis of blended learning, we find that the practical research and pattern design are the main contents of blended learning. At present, there are many researches on blended learning mode, such as hierarchical teaching mode, experiential teaching mode and information technology teaching mode. By strengthening the combination of online learning and offline learning, and improving the interactive means, ultimately improve students’ learning consciousness and initiative, which plays a positive role in improving the teaching effect. Teaching practice is the main way to optimize the mode. In this paper, the main courses in

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the process of practice are taken as examples to explore the practice process and the final application effect, so as to improve the quality of classroom teaching and complete the teaching objectives, and prove the effectiveness of blended learning mode for improving students’ learning efficiency.

(2) Resource Construction
In the process of practical exploration of blended learning by Chinese experts and scholars, it is found that blended learning resources have always been a weak link among them. Under the background of the development of blended learning in the past two years, some research results have been made in the construction of resources. For example, the integration and planning of assessment standards, media materials and learning methods in the learning process of students enable students to overcome the limitations between traditional learning and teaching materials in the process of mixed learning, improve students’ operation ability, build a resource platform, strengthen service innovation, and broaden the space for future classroom learning. Although the content of the research is not the same, but the model is basically the same. In the process of constructing blended learning resources, there is a lack of research on the standardization of construction. Therefore, there are still some defects in the utilization rate of resources, which is not conducive to the cross-platform application of resources.

(3) Learning Effect
In the process of the development of blended learning mode, the effect monitoring of learning mode is a very important means. Through the effect monitoring of blended learning mode, some wrong teaching behaviors can be intervened in time to ensure the teaching quality of blended learning mode. In the current research results, the effect monitoring is mainly divided into the following three aspects. The first is to monitor the quality of learning, from the activity design, regulation control and learning evaluation, to ensure the control of learning quality. Secondly, the intervention research is carried out on the learning behavior in the process of teaching practice. On the basis of respecting students’ cognitive process, this paper discusses the construction of behavior chain of mixed teaching mode, and takes students’ behavior as important data to carry out different levels of intervention, so as to understand that appropriate teaching intervention can ensure the quality of learning.
2. Research Trend of Blended Learning at Home and Abroad

(1) **Breaking through the Theoretical Level**

In the process of exploration and design of blended learning mode, there are few empirical studies on the effectiveness. By strengthening the integration of online learning and classroom learning, we can realize the seamless online and offline learning mode of students. Through the integration of different factors in the learning process of students, the classroom teaching effect is finally optimized. Therefore, the effect research is also the focus in the process of exploring the blended learning mode. Only in this way can the sustainable development of blended learning be promoted. In recent two years, more and more experts and scholars have studied the scientific nature of education, and the further development of information technology also provides convenience for teaching inquiry. Through the realization of data visualization, the analysis of teaching data can be strengthened, and the effectiveness of teaching can be ensured from the perspective of result data and behavior data, and the credibility of blended learning research can be improved. In the future, hybrid learning mode should always follow the speculative theoretical research method and strengthen the application effect on the basis of data guidance.

(2) **Based on Classroom Reform**

In the development of classroom teaching in our country, due to the influence of traditional examination-oriented education concept, teachers only blindly instill knowledge points when carrying out actual teaching of various subjects, ignoring students’ personalized learning needs, which has become the norm of classroom teaching. At the same time, the information infrastructure construction capacity of some schools is generally weak, and the network is only a tool for resource retrieval and has not become an important supplement to classroom learning. In our country, blended learning mode is developing continuously. We should always adhere to the combination of traditional teaching mode and online learning so that the two can penetrate and complement each other. By promoting the teaching reform, we can not only innovate the traditional teaching mode, but also better integrate online learning and classroom learning, giving full play to the important role of hybrid teaching mode in the actual teaching process. While promoting the reform of teaching methods in China, it can also improve the quality of classroom teaching. For example, the teaching mode of flipped classroom can make classroom teaching focus on expanding ability and knowledge discussion, which is also the innovation of teaching methods. Through the application of information technology in classroom teaching, it can strengthen the deep integration between online learning and
classroom teaching, improve students’ learning efficiency and effect, which is also the focus of hybrid learning research at home and abroad.

(3) Combining Research Hotspots

In the process of the development of blended learning mode, the emergence of new teaching mode, new teaching technology and new resources are promoting the reform and innovation of blended learning mode in China. Under the background of the Internet era, some traditional teaching problems and teaching phenomena can be solved by using information technology. According to the current research hotspot, in the process of the development of blended learning in our country, the Internet provides a very wide range of learning resources and sharing ways. Through the combination of classroom teaching and the Internet, the depth and breadth of teaching are broadened. At the same time, in the process of future hybrid learning development, more intelligent terminals gradually occupy people’s learning. At the same time, the time and place of students in the process of acquiring knowledge are not limited. The development of hybrid learning all over the world shows that we should strengthen the integration of mobile terminal and online learning, which is the current research direction of blended learning. Through the technical means of new media, new information technology is applied to teaching, which makes the application of virtual simulation turn into concrete and ensures students to have more real learning experience. At the same time, the application of big data technology in teaching can also ensure the interaction and feedback between students and meet the personalized learning needs of students.

(4) Building a Supervision System

In order to ensure the effectiveness of blended learning, we should carry out blended teaching activities according to the preset teaching objectives. Teachers should design the corresponding supervision system according to the learning situation when students are learning online. Only in this way can we ensure the enthusiasm and initiative of students to participate in learning. Blended learning improves learning effect by integrating classroom teaching with online learning. Therefore, the proportion between the two should be fully reflected in the process of evaluating learning results. By applying big data technology to hybrid learning, the behavioral data results in the teaching process should be compared. It is of great significance for us to discuss the evaluation system and supervision methods of blended learning in such a learning atmosphere, which is also the main trend of the development of blended learning mode in our country.
3. Conclusion

As can be seen from the foregoing, the development of new resources and new technologies is continuously enriching the practical application connotation and related practical approaches of blended learning. When applying blended learning mode to carry out higher education, attention should be paid to the detailed design of combined learning teaching mode, so as to ensure the convenience and pertinence of blended learning. At the same time, through the organization of diversified interactive ways and resource forms, promote the sustainable development of mixed learning in China.

Works Cited


