



Research on Blended Teaching Mode Based on Internet Plus

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Abstract. With the development of Internet technology, teaching methods are also constantly innovating. As a form of innovation in the Internet plus, blended teaching has produced a relatively important influence in the field of teaching. This paper uses content analysis method to analyze the existing online courses of modern educational technology, understand the current status of modern educational technology courses, and focus on the mixed teaching needs of modern educational technology. Determine the learner's current level of knowledge and skill level, and find out the gap between the modern educational technology teaching goal and the current learner's situation, from the learner's online learning, offline learning, learner learning starting point, and learning expectation. Investigate to understand the needs of learners in the upcoming blended instruction and propose strategies to meet learner needs.

Keywords: Modern educational technology · Blended teaching · Learning needs

1 Introduction

The learning needs analysis is to find out the gap between the current level of the learner and the teaching objectives of the course [1–3]. The demand analysis of the blended teaching form is to find out the actual needs of learners for online and offline learning. Based on the characteristics of modern educational technology courses and the definition of blended teaching concepts, this study proposes a demand strategy that satisfies blended teaching [4]. According to previous research results and through the investigation and analysis of normal students' online learning, offline face-to-face teaching, the starting point of and learning expectation for modern education technology course, it is believed that learners' realistic demands should be met from the following four aspects in order to carry out blended teaching [5].

2 The Strategy of Constructing Learning Resources to Meet the Learning Needs

The online resource design of modern educational technology blended teaching is the main body of blended teaching. Therefore, it is necessary to explore strategies to meet the learning needs from the perspective of teaching resource design.

- (1) In terms of teaching video duration, according to statistical analysis, more than 50% of learners hope that the length of the teaching video is less than 20 min. Therefore, when teaching video production, a single instructional video should be controlled within 10 min, preferably within 8 min. Too long a teaching video can easily cause learners to learn fatigue and aversion to the course, and this will affect the learner's online learning.
- (2) In terms of video format, more than 50% of learners like studio recording, teacher image + slideshow, and field shooting. In the production of teaching videos, the above three forms should be used to avoid the direct use of classroom lectures as online learning resources. This form of online learning resources is meaningless for blended teaching.
- (3) In terms of weekly hours, according to statistics, learners believe that the learning time under the class should be controlled within 2 h. Due to the characteristics of the modern educational technology curriculum itself, the teaching content is numerous, and the proportion of learning time between online and offline is an important issue that should be considered by designers of modern educational technology courses.

3 Strategies for Modern Educational Technology Course to Meet Learning Needs

- (1) Make the teaching contents of modern educational technology course more targeted

The performance goal of modern educational technology courses is the teacher's information technology teaching ability, including the use of teaching to solve practical problems, and the use of modern teaching resources to support teaching. The current modern educational technology curriculum has many and complicated teaching contents and lacks basic pertinence. The professional characteristics of the learner will determine the different scenarios and conditions for the learner to apply modern educational technology in the future. Therefore, the teaching content can be differentiated according to the different professions of the learners. Moreover, the teaching content should be defined hierarchically according to the starting point of the learner, so as to avoid the phenomenon that the teaching content generated by the learner in the learning is too difficult or too easy.

- (2) Adapt to learners' different levels of knowledge

Learners have different computer basic software skills. The science and engineering majors have a good level of mastery in computer basic software, while literature and history and art majors have relatively poor mastery. Therefore, in the teaching design, the basic level of literature and history and computer science in computer basic software should be fully considered. In Adobe Photoshop, art learners are far better than those in science, literature and history, and should consider the actual level of these three majors in teaching. For art learners, it is more difficult to improve the content of teaching. In terms of Flash software, art majors are far better than science and engineering and literature and history.

Therefore, when teaching in the art major, it is necessary to pay attention to the difficulty of the course and avoid invalid teaching. In terms of sound processing software and video processing software, art majors are far better than science and engineering and literature and history. Therefore, in the teaching of these software, we should pay attention to teaching differences and avoid invalid teaching and invalid courses.

- (3) Consider the contextual differences in the application of modern educational technology by learners

In the teaching design, the software knowledge and skills of the modern educational technology course content should be different according to the major, and the teaching technology environment used by different majors is different such as hierarchical definition. For example, the use of unified teaching resources in the knowledge and skills of different majors. In the aspect of greater difference, the difficulty should be adapted to meet the learning objectives of the learners at different levels.

4 Tutors' Strategies to Meet the Needs of Blended Teaching

The teachers in blended teaching are not only the imparters of knowledge but also learner tutors. In the blended teaching, the tutor should strengthen the supervision and leadership of the learners, promptly feedback the questions raised by the learners, reasonably plan the teaching progress of the online and offline aspects and avoid the disconnection between online teaching and offline teaching. At the same time, the tutor should provide the learner with targeted learning resources, so that the learner has a good learning experience in the blended teaching.

- (1) In the online learning process of blended teaching, the tutor should respond to the questions raised by the learners in a timely manner, and the time should not exceed half a day. According to the learner analysis, most of the questions that the learner hopes to raise should be answered within half a day.
- (2) In the blended teaching, the tutor should establish an online and offline communication mechanism, and timely supervise the learners to conduct autonomous online learning according to the data of the learning platform so as to avoid the online teaching resources of the blended teaching become an advanced waste. If online learning progress is not guaranteed, blended teaching will not achieve the goal of promoting learning, which is counterproductive.
- (3) In the offline face-to-face teaching in the blended teaching, the tutor should actively organize the learning to exchange and interact with the learning results and display the works. This can make the offline classroom a place for learning outcomes to collide, so that the learning outcomes of all learners can be sublimated again, and the offline classroom will not become a traditional teaching in which teachers teach and students listen to the teacher.

5 Learners' Own Strategies to Meet Learning Needs

The learner itself is an important factor affecting the learning effect, so the following strategies are proposed from the perspective of the learner.

- (1) Strengthening the cultivation of learners' autonomous learning ability
 In the process of blended teaching, teachers should effectively supervise learners' online learning. The learner's self-learning ability is related to the achievement of the blended teaching goal. In blended teaching, learners themselves should also focus on improving their self-learning ability. Online learning is different from traditional classrooms and lacks communication with teachers and peers. And there is a lot of information on the network, which is easy to cause the learners to distract attention. If the learner's self-learning ability is not strong, it is not conducive to the achievement of online learning results.
- (2) Learners should master correct and reasonable learning strategies
 Online learning requires learners to spend a certain amount of time after class. Therefore, learners should ensure that the weekly schedule, the consistency of each lesson, and the weekly study, avoid invalid learning, waste time, and ensure online learning content before online classroom teaching. Meanwhile, learners should promptly report the problems they encounter to the teachers and communicate and communicate with teachers and classmates in a timely manner.
- (3) Learners should improve their learning expectations for the course
 The learner's learning expectation is directly related to the learner's learning attitude and motivation. Learners should understand the function and role of modern educational technology and broaden their knowledge as the starting point for learning. It is necessary to find relevant books based on what you have learned in your online courses to further enrich your knowledge; Learners should reasonably arrange the progress of learning by virtue of the freedom of free time in online learning, and should not be able to cope with the learning of course content by evading the teacher's supervision mentality; Learners should not learn to use the utilitarian motivation to complete credits. It is necessary to understand and recognize the importance of modern educational technology courses as public courses for teachers and education majors.

6 Conclusions

In the online learning platform of the course, when carrying out the blended teaching, the tutor should ensure that the learner encounters a problem and gets a teacher response within half a day, so that the learning needs of most learners can be met. In terms of online video resources, it is necessary to mainly produce video recordings of studio recording video, field shooting video, slide + teacher image. When learning resources under the design line, the weekly learning time should be controlled within 2 h. According to the statistics, the length of the online teaching video of the blended teaching should be controlled within 10 min. It is necessary to avoid teaching videos from lasting too long, which affects learners' enthusiasm and interest in learning. Based

on the conclusions of this study, in the design of my modern education technology course, the instructional designer should design offline and online teaching activities according to the major, focusing on the difference between teaching content and auxiliary learning resources. Therefore, it is close to the actual level of the learner to the greatest extent.

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