

Blended Teaching Mode Design of Secondary Vocational Classroom Based on OBE Concept in Post-epidemic Era

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Abstract

Blended teaching is a mode of "online + offline" teaching. It can not only address the problem that offline teaching cannot be conducted normally during the current epidemic period, but also be applicable to the goal of the Ministry of Education to encourage teachers to use online course resources to build high-quality classrooms. To create knowledge, ability and quality of application-oriented talents, this is consistent with the OBE concept of student-centered. Therefore, based on the post-epidemic era, this paper discusses the design of blended teaching mode in secondary vocational classroom. By using the "reverse design" in the concept of OBE, the classroom is divided into three parts: preset curriculum objectives, curriculum design process and evaluation of the achievement of objectives. The three parts eventually form a closed-loop system to improve the quality of teaching.

Keywords

Blended teaching; Outcome-based Education; Secondary vocational classroom.

1. Background of the Study

1.1. Blended Teaching Has Become A Trend in the Post-epidemic Era

The spread of COVID-19 and the situation that cannot be effectively controlled within a short period of time have brought great challenges to current education, and our country has immediately put forward new countermeasures to solve the problem. In this grim period, The Ministry of Education of China issued a new instruction of "not suspending schools". It also issued the corresponding document "Guidelines on Organizing and Managing Online Teaching in Colleges and Universities during the Epidemic Prevention and Control Period" for detailed guidance. With the development of network technology, education career could continue to teach relying on the form of online teaching. But both on the technical operation and network teaching way is unfamiliar to most of the teachers. Therefore, this requires that teachers should adjust their teaching methods, design new and efficient pattern to achieve the teaching goal request. The high efficiency here means that the quality of teaching can't be compromised even if it's not face-to-face. However, in the post-epidemic era, many schools have resumed normal teaching. Through online teaching during the epidemic period, teachers have discovered the advantages of online platforms. Therefore, even if offline teaching is resumed, teachers can still combine the advantages of online teaching with offline teaching to maximize teaching results.

1.2. The Need for High Quality Reform of Vocational Education

Although vocational education is different from general education and belongs to different education modes, the proposal of "National Vocational Education Reform Implementation Plan" undoubtedly emphasizes that there is no distinction between vocational education and general education. The status of the two is equal. At the same time, a series of policies and measures introduced by the state for vocational education show that the current high attention to vocational education. Obviously, vocational education has a broad prospect, whether the national economic transformation or the further development of China's creation cannot make

progress without vocational and technical personnel. But in the process of cultivating talents, we have to admit that there are a series of problems. Though vocational education is strongly supported, and the school is booming under the new policy, improving the quality of vocational students is undoubtedly to work hard in education and teaching. Therefore, the teaching methods of vocational schools should also usher in reform and development, for example, break through the traditional teaching mode, use high-quality online resources, combined with offline questions and answers, and broaden the knowledge field of secondary vocational students. At the same time, OBE education concept is used to change the previous step by step learning textbook content, through the analysis of the expected results will be divided into different links. Then, the teacher leads the students to complete one link after another, master one knowledge point after another, and finally integrate the knowledge of a class to observe whether the students achieve the expected results through evaluation, which also provides opportunities for adjustment for the next teaching.

1.3. The "Internet +" Era Calls for Talent Reform

Blended teaching is not only beneficial to the theoretical knowledge mentioned above, but also beneficial to the training of operational ability of secondary vocational schools. With the advent of "Internet +", many professionals have a new request for automation technology. Related enterprise also put forward new requirements to the secondary vocational students' knowledge ability and operation ability. The labor market has changed to a certain extent. The reason is that digital technology has penetrated into various fields, especially some manufacturing industries dominated by the Internet. Therefore, talent training must be reformed, and the positions of enterprises and related employees need people with technical skills. Besides, in the post-EPIDEMIC era, individual learning has also undergone great changes. Online learning has become a typical way of learning in the digital era, and high-quality vocational education must meet the development and progress of The Times.

2. Theoretical Basis of Research

2.1. The Concept of OBE

The full name of OBE concept is Outcome-based Education. Spady, an American scholar, first proposed this concept in 1981, and it has been recognized and applied by many countries. After more than ten years of continuous improvement and development, a relatively complete theoretical system has finally been established. The concept of OBE presets learning outcomes, designs the expected goals, and finally implements teaching. The understanding of OBE concept connotation can be understood from the following aspects:

Firstly, it emphasizes student-centered, gets rid of the teacher-led teaching situation in the traditional classroom, and highlights competency-based, rather than just staying at the level of knowledge learning, so as to maximize ability cultivation.

Secondly, it emphasizes personalized evaluation and teaches students according to their aptitude. According to the different situation of each student, including students' English foundation, acceptance ability and different problems, different countermeasures are formulated respectively to maximize the efficiency of education.

Thirdly, it emphasizes outcome-based and integrates preset learning objectives into the design of teaching process to ensure that students gain and maximize their goals through the completion of tasks in each link.

Fourthly, it emphasizes students' learning effectiveness. This means that teachers should be responsible for students and carry out different activities, which should be supervised in the process of carrying out. Besides, teacher also needs to record and give feedback to students' final achievements, so as to maximize teaching benefits.

2.2. The Concept of Blended Teaching

Blended teaching was first proposed by the United States and mainly applied in enterprise training. Its main feature is to break the time and space restrictions of traditional teaching by using the Internet. It goes through three stages. The first stage focuses on the teaching of technical knowledge, and the blended teaching only refers to classroom teaching and a little online teaching. In the second stage, blended teaching is more abundant; the third stage has been developed so far, and the perspective of blended teaching has made new breakthroughs. Teachers need to pay more attention to students and teach students according to their aptitude. Since the Blended Teaching Mode was introduced into China, He Kehang has defined it as the combination of online and offline teaching advantages. In the teaching process, the Blended Teaching Mode can stimulate the ability of both students and teachers. For students, they can develop self-learning ability and learning initiative, and for teachers, they can improve the teaching level. Therefore, the Blended Teaching Mode can be understood from the following points:

Firstly, it is the combination of online and offline teaching advantages.

Secondly, integrate high-quality online resources with Internet technology to expand students' horizons and develop their learning enthusiasm.

Thirdly, give full play to the student-centered approach. Pay attention to students as the main body, teachers only play a guiding role.

Fourthly, the flexibility of online teaching can maximize the implementation of individualized teaching to meet the personalized development of students.

3. Advantages of the Concept of OBE Integrated Into Blended Teaching Mode in Secondary Vocational School

3.1. Supplement Each Other

The concept of OBE is different from traditional teaching mode. It aims at reintegrating content and innovating teaching process, which breaks the routine. With the development of epidemic era, online and offline blended teaching mode is widely agreed, which reflects the development of information era and improves teaching quality and learning efficiency in new teaching mode. Blended teaching has many similarities with the concept of OBE, so they can mutually promote. Specific information is as follows:

Flipped classroom is one of the most popular teaching methods in recent years. It is also distinct feature for blended teaching. Therefore, students can teach themselves online. At the same time, teachers can appropriately add test part to examine learning effect. Then teachers discuss difficult points with students and teach advanced knowledge to students in offline class. The role cannot be ignored because it can achieve three-dimensional goals. First, some basic knowledge is taught by online teaching. Second, some key and difficult points which improve students' comprehensive ability are taught by offline teaching. Third, this mode integrates ideological and political elements to improve students' quality. It is well explained the concept of student-centered and outcome-oriented in blended teaching mode that greatly help to finish teaching objectives.

It is beneficial to solve problem that theoretical knowledge is not related to course objective by integrating the concept of OBE into blended teaching. It is common for teacher to find that the course is not related to objectives, therefore, the teaching effect is immeasurable. If there is no feedback in teaching, the difficulties will come. However, this course guided by the concept of OBE and blended teaching, every teaching process can service for course objectives. Because this theory constructs objectives before the course starts.

3.2. Changing Teaching Mode

It is no doubt that infusion teaching is traditional mode in past years. Literally, teaching in this mode just throws knowledge from simple to complex to students, which also mean learning by rote. Although this mode has advantages, leading students are incapable of studying by themselves, for example, students are forced to accept knowledge without self-understanding then they lose learning motivation. And teacher as leader and controller in this mode, their teaching procedures strictly follow standards set in advance. However, the open teaching that based on the concept of OBE breaks this traditional mode, it changes the role of teacher from controller to participant through interaction. Thus, students can easily acquire knowledge. Since secondary vocational students cannot acquire knowledge immediately, they will lose heart. But if teacher gives them a chance to show themselves then they will enjoy the whole learning process and arouse the enthusiasm of learning. This teaching method gives a good chance for students to discuss questions. When their doubts are discussed with the whole class will stimulate their desire to learn. As time passes, they will enjoy discussion and learn by themselves.

4. The Construction of Blended Mode Teaching Design Based on the Concept of OBE

According to scheduled target, practice process and evaluation result in the concept of OBE, this paper expands thinking to design the whole process which forms loop system which mutually promotes each part and centers on students.

4.1. The Design of Teaching Objectives

It is crucial to anticipate an outcome before setting teaching scheme then to design others according to the concept of OBE. Setting a course in which students can achieve the goal. It needs three steps. First, we should analyze students. Only fully understanding students can ensure teaching objectives and subsequent teaching activities is achieved. What is more, objective that attainable for students is meaningful, or else discourages students' motivation and influences teaching. Second, we should analyze the need for talent in every position. Vocational education is different from general education. It must consider what needs in every position. It requires objectives setting includes not only attainable theoretical knowledge but also attainable professional level. The combination of those two parts can promote secondary vocational students be skilled talents needed by the future market. Finally, we should analyze teaching content. As for blended teaching mode, includes analysis of online and offline teaching content. Online teaching class mainly teaches some simple conceptual knowledge that only needs to memory, so its objective is to develop student's memory ability, which called low-level ability. However, offline teaching class can set objectives flexibly based on online teaching objective, then to develop students' high-level ability.

4.2. The design of Teaching Process

To achieve learning outcomes, this paper design the whole course based on blended teaching mode, including pre-class, in-class, past-class three parts.

Pre-class period mainly through online learning way, students learn some simple knowledge by themselves by online teaching platform. Teacher need to design this process but not too difficult, or else will frustrate students. At the same time, teachers should constantly pay attention to students and give feedback in time.

While-class period mainly by offline teaching way, which is key point for blended teaching, including teacher-student interaction and student interaction. Students acquire knowledge in cooperation. Teacher should lead students to actively think and participate in discussion. What

is more, course coherence should be focused on. Teacher should firstly summary what students have learnt on online teaching platform then to carry out the next, such as ask students questions, initiate discussion and give them guidance. In this section, teacher not only does frequently asked questions but also comment new results of the discussion by students. After that, giving affirmation and encouragement to students' awareness of teamwork, and make the best summary.

Post-class period can use online and offline teaching. Students yield knowledge that have learnt through handing in paper assignments or teachers releases something close to students' life and arouse students' interest. In short, the purpose of this part is to consolidate and expand knowledge.

4.3. The Design of Teaching Evaluation

Teaching evaluation is important in teaching process. It can reflect whether teaching design is reasonable or not and then to feedback for adjusting teaching objectives and design. Based on the concept of OBE, course evaluation should insist to the student-centered and results-oriented. Therefore, the subject of evaluation should be multifarious, which means teaching evaluation not only teacher's task but also students'. In this way, students can evaluate themselves and other classmates. Teaching process is divided by different parts according to the concept of OBE, in teaching evaluation process, every part needs to be estimated to check whether every goal can be realized.

5. Conclusion

To make secondary vocational class better adapt to the needs in this special period, the blended teaching mode comes into being that is a new teaching mode based on the concept of OBE and is emphasized or applied. As the epidemic is gradually controlled, schools do offline teaching in many areas. However, there are some clear advantages in online teaching through the last few days. The blended teaching mode is outcome-oriented, not only can review simple knowledge but also give students chance to discuss with others. Students can easily achieve the previously objective. Therefore, in the post-epidemic era, teachers can build a closed-loop system from three aspects: preset teaching goals, course design process and evaluation goals to create a real high-quality classroom.

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