Blended Teaching Reform of Higher Vocational Education Based on Addie Teaching Design Model

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Abstract: With the rapid development of information technology, computer technology and the popularization of network technology, the field of missionary education is rapidly disintegrating. There are a lot of free excellent teaching resources on the qualified network education platform, which is convenient for students to watch and read. Traditional classroom teaching has adapted to the learning habits and needs of young students. Moreover, in Higher Vocational English class, the phenomenon of students playing with mobile phones can not be stopped. A deep reform of English teaching is imperative. In view of this, the author uses Addie teaching design model, according to the current situation of Higher Vocational Students' English learning in Shandong Vocational College of Industry, applies blended learning in College English class in order to stimulate students' interest in learning, solve the difficulties faced by teachers in English teaching, and provide reference for teachers to improve teaching effect.

Keywords: Addie teaching model, blended teaching, Higher Vocational English Teaching

1. Introduction

With the tide of big data on the Internet, the education industry has been widely used in the Internet, which has become the educational vane in the 21st century. The Ministry of education also issued the ten-year development plan for education informatization (2011-2020), pointing out that "education informatization construction should be based on education, education concept innovation as the leading, high-quality education resources and information learning environment construction as the basis, and learning style and education model innovation as the core." In 2018, the Ministry of Education issued the action plan of education informatization 2.0 further pointed out that "to continuously promote the deep integration of information technology and education, and build an integrated" Internet + education "platform." Under the background of novel coronavirus pneumonia, the Ministry of education has asked all colleges and universities to make full use of the network platform and online quality curriculum resources, and carry out online teaching to achieve the goal of "suspension of classes and not to stop learning", so as to achieve the regular teaching effect in the course of teaching and learning during the epidemic prevention and control. Therefore, during the prevention and control of the epidemic in 2020, online teaching has become the only teaching mode of College English teaching. In view of this situation, it is urgent to build an online education platform integrating high-quality education resources to provide teaching guarantee for the College English teaching. Meanwhile, the students' interest in learning is not high in the online and offline classroom, that is, in the traditional college English teaching classroom. In online classroom, teachers can fully borrow high-quality education resources to stimulate students' enthusiasm for College English learning and improve their comprehensive English time ability. The author, starting from the students' learning intention, meets the students' learning needs to the greatest extent, and summarizes the advantages and disadvantages of this teaching mode, and provides valuable practical experience for building a new teaching mode of College English in the future.

2. The design of mixed teaching mode in English Teaching of Higher Vocational Colleges

When designing the blended teaching mode, we should fully refer to the systematic and theoretical teaching design model as the guidance of the mixed curriculum design. At the same time, the curriculum designer should take the actual situation of the school, namely, the teaching conditions of

the school classroom, the information level of the campus, the information level of the teachers and the students' learning into consideration. In this part, the author will introduce two kinds of teaching design model theory of comparative science, and then choose the appropriate teaching design model to carry out the mixed teaching mode according to the actual situation of our school.

2.1 Addie model

Addie model is a kind of education system design model, which divides teaching into five stages, that is, the meaning represented by these five letters: Analysis, Design, Development, Implementation and Evaluation. The first step is to carry out a series of analysis on teaching behavior objectives, learners, environment, etc.; the second step is to carry out curriculum design for the upcoming teaching activities; the third step is to write the corresponding curriculum content and page design for the designed curriculum framework and evaluation means; the fourth step is to carry out teaching implementation; the fifth step is to carry out the curriculum design for the completed teaching courses and learners The learning effect was evaluated.
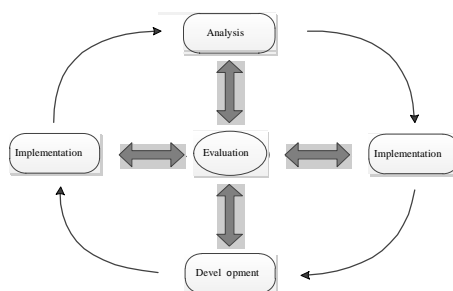

Fig. 1 The flow chart of ADDIE

Addie model is often used to design teaching in the field of education and training. The model covers five core links of teaching design from analysis to evaluation. Because the model is simple and intuitive, five aspects of teachers are easy to operate, and can cover all aspects of blended teaching, especially the development link, teachers can flexibly develop teaching content suitable for the students, and realize the optimization of resource allocation, so this study uses the model to construct hybrid teaching.

2.2 Design of Blended Teaching Mode Based on Addie Model

2.2.1 Analysis Stage

Most of the students are not interested in English, poor in English foundation, weak in learning motivation and passive in learning. Students generally do not like the traditional way of classroom teaching, but are willing to accept the combination of classroom activities, classroom teaching and online learning. In the blended teaching, the teaching content includes not only the textbook content taught by teachers in class, but also the related learning resources published on the teaching platform. The textbook for English Teaching in our college is Vocational English (2), which is based on the principle of "cultivating students' comprehensive English application ability, especially their basic ability to use English in the workplace". The teaching environment of blended teaching includes face-to-face teaching and online learning. Face to face teaching, our school has multimedia classroom and intelligent classroom. In terms of online learning, our school has comprehensive coverage of Wi Fi, and students have smart phones, tablet computers and other Internet tools. Theol online teaching platform, other social software and online course resources purchased by the school jointly create a complete online learning environment. According to the "basic requirements for English Teaching in Higher Vocational Education" issued by the Ministry of education, students can master the corresponding basic English skills and knowledge, and have the corresponding language application ability, that is, the ability of reading, writing, listening, speaking and translating.

2.2.2 Design Stage

The design of teaching evaluation in this study includes teachers' evaluation of students' learning status and students' evaluation of teachers' teaching effect. Now, the combination of formative evaluation and final evaluation has become the mainstream teaching evaluation method. This study refers to the process of teaching development, recording the learners' learning performance, conducting

formative evaluation, considering that it can be divided into online and offline processes, while the final evaluation is conducted after the end of teaching.

2.2.3 Development Stage

The development stage includes selecting the appropriate teaching materials resources, and developing and making the matching online resources to prepare the online and offline teaching contents required for the mixed teaching. The development of teaching resources mentioned in the study refers to the development of online resources only. The presentation of teaching resources generally includes text, pictures, audio, video, PPT or some app.

2.2.4 Implementation Stage

The implementation stage mainly refers to through the teaching process, with the help of appropriate media and teaching content, teachers carry out teaching and achieve teaching objectives. In this study, Theol teaching platform is used for blended teaching, and Wechat platform is used as an auxiliary platform. The implementation of each class includes three links: guidance and preview before class, teaching and learning in class, and expansion and extension after class (the specific implementation process is discussed in the third part of this paper.).

2.2.5 Evaluation Stage

The evaluation in this study includes formative evaluation and summative evaluation. The objects of evaluation are not only students but also teachers. The formative evaluation of teachers runs through all stages of teaching design, mainly through questionnaires and interviews to collect data and constantly improve the teaching design scheme; the summative evaluation is carried out after the implementation of teaching, through the learning examination of students, the students' questionnaires and interviews are comprehensively evaluated, and the whole teaching design is modified according to these feedback. In the whole process of teaching, formative evaluation is used to record students' progress and development; at the end of the semester, summative evaluation is used to record students' learning achievements. The evaluation of students' learning effect includes online and offline components, and the specific evaluation method has been described in detail in the previous design stage.

3. The Implementation of Blended Teaching Mode In Higher Vocational English Teaching

3.1. Teaching Preparation Stage

Before the beginning of the experiment, the author selected classes 1 and 2 of computer science major and class 1 and 2 of architecture major in grade 19 to carry out a simulation test of English proficiency test B. After the examination, the average score of the two classes is the closest. In the later practice, the author calls computer class 1 and class 2 as experimental class, using mixed teaching; architecture class 1 and class 2 as control class, using traditional multimedia teaching.

3.2. Teaching Implementation Stage

3.2.1. Pre-class Stage

First, teachers publish teaching objectives through the theory teaching platform and the class Wechat group, so that students have clear objectives for the content to be learned.

Secondly, the designed learning resources are shared with students. Students can log in to the teaching platform and Wechat group to learn and view the learning resources provided by teachers. These resources are important supplements to the teaching content, on the one hand, students can understand some basic common sense in American culture, and it will be easier to understand the text; on the other hand, they can stimulate their interest in learning and further learn independently.

Finally, the teacher arranged the preview task. There are two tasks after self-study in this class. First, complete the independent reading of the text and send the most difficult sentences or phrases to the teacher through Wechat. Second, discuss the pre-class topic in groups and prepare to make oral or PPT reports in class. The topics can be selected by themselves.

3.2.2. In-class Stage

First of all, the teacher should check the preview task 2, which is oral report. Because of the bonus

points, students are still very active in this task. After the presentation, the top three students with better oral presentation will be selected by the whole class using the voting function in the teaching platform. Such students' mutual evaluation can mobilize the enthusiasm of students to participate in the activities.

Secondly, teachers focus on the sentences and phrases which are difficult to understand according to the students' preview feedback, and do not explain the full text word by word first. Following the imitation practice, let the students try to say similar sentences under the guidance of the teacher, or use the sentences of the sentence pattern, to fully grasp the knowledge point, which also echoes with the design of pre class teaching objectives.

Finally, teachers can organize group cooperative learning, student discussion, or inquiry learning according to the teaching content. Through the practice of this link, the teacher can know whether the students understand the article, and the students also complete the internalization of the knowledge. At the end of the study, five minutes of classroom time is left for online testing. This part is mainly to investigate whether the students have mastered the usage of key words and phrases.
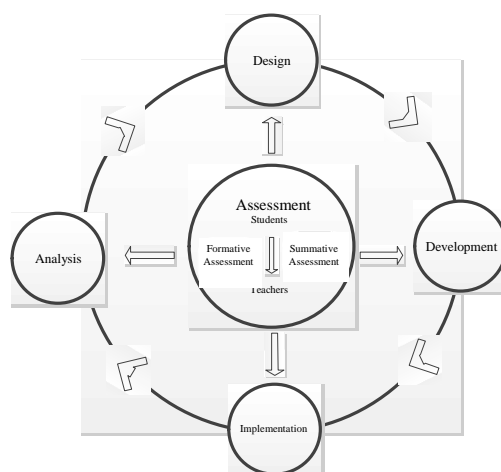

Fig. 2 Curriculum design under the guidance of blending teaching

3.2.3. After-class Stage

This stage includes expansion and extension after class, mainly relying on the network teaching platform and mobile Wechat platform. In order to test the students' mastery of basic knowledge points, the teacher released the online test through the teaching platform after class. After the students finished the test, the platform will automatically review, and the students can see the results and correct answers in time. Classroom interaction time is limited, we can use the network environment to expand the interaction between teachers and students to extracurricular. After the intensive reading class, the teacher released the oral discussion through wechat group. Students participate in the discussion through voice chat on wechat, and some introverted students also dare to speak in class.

3.3 Teaching Evaluation Stage

In this intensive reading course, the online evaluation of students in the pre-class stage can be reflected by online time length, while online evaluation in the post-school stage is an online test; in class, students' oral presentation and PPT reports are recorded as "ordinary performance" in offline performance. The results on line mainly come from online testing, online time, curriculum resources of course assignments, and offline results are from ordinary performance and final examination results.

4. Conclusion

The author studies the theory and application of the hybrid teaching mode through a large number of literature materials, and analyzes the learning situation of the students with the questionnaire, and designs a hybrid teaching mode which conforms to the characteristics of the students. In order to verify the application effect of the model, a one and a half semester teaching experiment was carried out. Through the comparative analysis between the experimental class and the control class, the positive effect of the teaching mode on improving the teaching effect was confirmed, and some problems were found in the implementation, and the solutions were put forward. This study has achieved some stage

research results, and laid a solid foundation for further research in the future.

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