

# The Practice of Blended Course Construction Guided by Learning Depth: Taking the “Cross Border E-commerce” Course as an Example

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**Abstract:** With the continuous development of information technology and the deepening of online and offline integrated education, the construction of blended courses has become an important direction and research focus of college teaching reform under the new situation. At first, this paper summarizes the related research on construction of blended courses, and points out the problems that need to be solved. Then, taking the “cross-border e-commerce” courses as an example, it expounds how to realize the depth of learning in the construction of blended courses. Finally, the paper puts forward teaching suggestions to enhance the classroom teaching effect.

**Keywords:** Blended courses; Learning depth; Blended teaching

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## 1. Introduction

The construction of blended courses is a new reform mode of education and teaching, which utilizes both traditional classroom teaching and modern technology such as network. In this new teaching mode, students learn knowledge and skills through online or offline learning before class, and consolidate and improve knowledge in various ways in class. In recent years, the construction of blended courses in colleges and universities has been paid more and more attention. However, due to the lack of mature design and evaluation system for blended courses, there are many problems in teaching practice. For example, teachers do not pay enough attention to the construction of blended courses, students are not interested in online learning, and students lack the enthusiasm to actively participate in classroom teaching activities. In order to solve the above problems and improve the level of construction of blended courses, it is necessary to start from the following aspects: Firstly, teachers should change the traditional teaching concept and teaching mode; Secondly, teachers should reasonably design and organize online and offline learning activities; Thirdly, teachers should pay attention to cultivating students' autonomous learning ability; Fourthly, teachers should make good use of modern educational technology such as “flipped classroom”.

## 2. Problems to Be Solved in the Construction of Blended Courses

In recent years, the related research results of the construction of blended courses have been emerging, but there are relatively few researches on how to better build blended courses and how to promote the depth of students' learning. Combined with relevant research results at home and abroad, this paper believes that the following problems need to be solved: Firstly, from the definition of blended courses, blended courses are a kind of course form that integrates traditional classroom teaching and online learning, rather than a single online or offline education. Therefore, the research on the construction of blended courses needs to pay attention to the difference between blended learning mode and traditional classroom teaching mode. Secondly, in the construction of blended courses, we need to better grasp the relationship between online learning and offline learning. In the process of the construction of blended courses, we should pay attention to cultivating students' autonomous learning ability and online autonomous learning ability, and provide students with personalized learning support services. Thirdly, from the perspective of teaching activity design, blended courses require a reasonable integration, connection, and integration of traditional classroom teaching and online autonomous learning. Therefore, teachers need to make teaching design and arrangement in advance when carrying out blended teaching. Fourthly, from the perspective of course

assessment and evaluation system, the current traditional assessment model has been unable to meet the needs of modern talent training. Therefore, universities need to improve the comprehensive evaluation system that combines online and offline assessment methods. Fifthly, from the perspective of teachers and students, teachers need to update their teaching concepts, change their teaching models, adjust their teaching methods and means to adapt to the construction of blended courses. In short, the construction of blended courses involves teaching design, classroom organization, student management and other links.

### **3. The Reform Practice of “Cross border E-commerce” Courses**

Taking “cross-border e-commerce” courses as an example, this paper introduces how to carry out the construction of blended courses to improve the depth of learning. “Cross-border E-commerce” is a comprehensive course covering platform operation, product operation, logistics management, cross-border payment and other aspects. The course content is numerous and complex. In teaching practice, we mainly use the combination of online and offline teaching. Before class, we use online platforms such as Rain Classroom to publish learning tasks; In the class, we use flipped classroom, online live broadcast and other ways to teach; After class, we organize students to participate in simulated practical exercises to consolidate what they have learned. This course combines theoretical knowledge with practical operation, is student-centered, and stimulates students’ autonomous learning ability.

In the construction of blended courses, we mainly achieve the improvement of learning depth through the following three steps: Firstly, the teaching design is oriented by learning objectives; The second is to realize the depth of learning through the construction of course resources and teaching means; The third is to enhance the depth of learning through teacher-student interaction and student-student interaction. In the practice of course construction, we have carried out three stages of exploration and practice of “cross-border e-commerce” courses. The first stage is student-centered blended teaching design; The second stage is teacher-led blended teaching; The third stage is student-centered teaching design.

### **4. Realization of Learning Depth**

In the construction of blended courses, the author takes “cross-border e-commerce” courses as an example to discuss how to achieve the depth of learning. In the teaching process of “cross-border e-commerce”, the author first determined the teaching objectives of this course. Under the guidance of this goal, the author designed the teaching syllabus and teaching program of Cross-border E-commerce, and carried out the construction of blended courses around this teaching syllabus and program.

Firstly, teachers should actively change their classroom roles. In the construction of blended courses, teachers do not simply transfer all the knowledge learned in class to students, but provide students with learning support services before class. For example, teachers can conduct online tests on students through the “Rain Classroom” platform; Teachers can group students and set learning goals and tasks through the “Rain Classroom” platform; Teachers can also interact with students online through the “Rain Classroom” platform. The implementation of these measures is conducive to improving students’ autonomous learning ability and problem-solving ability. Secondly, teachers should classify and manage learning resources according to different situations and needs of students. For students who have the ability to learn and have a good foundation, teachers can choose some high-quality and high-level learning resources; For students who have the ability to learn but the foundation is weak, teachers can choose some learning resources with moderate difficulty; For students with general foundation and poor learning initiative, teachers should provide some simple and easy-to-use learning resources. The above measures can fully meet the learning needs of students of different levels, so that students of different levels can get better development in the construction of blended courses.

In the process of the construction of blended courses, the author also noticed two points: the first is to pay attention to the cultivation of students’ independent learning ability. Specifically, teachers can stimulate and mobilize the enthusiasm of students to participate in classroom teaching activities through the combination of online and offline methods, deepen students’ understanding and application of professional knowledge through “Ideological and Political Theories Teaching in All Courses”, practical teaching and other methods, enrich the classroom teaching content through the construction of online course resources, teaching design of online courses and the development of online course platforms and other means. The second is to make good use of “flipped classroom” and other teaching methods to enhance the classroom teaching effect.

### **5. Teaching Suggestions**

The construction of blended courses is a complicated process, which requires the participation and optimization of teachers, students, teaching resources and teaching environment. The following are some teaching suggestions in the practice of blended course construction guided by learning depth. Firstly, teachers should define the objectives and teaching contents of blended courses. In the cross-border e-commerce courses, teachers should clarify the ultimate goal of the course, such as improving students’ cross-border e-commerce operation ability and understanding cross-border e-commerce operation mode. At the same time, teachers also need to

design teaching content according to the course objectives,such as the policies and regulations of cross-border e-commerce,the use of cross-border e-commerce platforms,and the operation process of cross-border e-commerce.Secondly,teachers should adopt effective teaching methods to improve the depth of students'learning.In cross-border e-commerce courses,teachers can try to introduce project-based learning,flipped classroom and other teaching methods.Project-based learning enables students to understand the knowledge of cross-border e-commerce in practice and improve the depth of students'learning.Flipped classroom allows students to preview the course content before class,and the class time is mainly used to discuss and answer questions,which can also improve the depth of students'learning.

## 6. Conclusion

In this paper,we explore the practice of blended course construction guided by learning depth,and take the“cross-border e-commerce”courses as an example for detailed analysis.As a new teaching mode,blended courses can not only make full use of the advantages of online and offline resources,but also improve the depth of students'learning.This paper mainly solves the problems faced in the construction of blended courses,and provides a reference for the reform of other courses through the reform practice of“cross-border e-commerce”courses.Although the construction of blended courses has made some achievements,it still faces some challenges,such as the optimization of teaching resources and the improvement of teachers'quality.In the future,we should pay more attention to these problems and actively explore more effective methods of the construction of blended courses to meet the development needs of students and society.

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