

# Design of Blended Teaching Mode Based on Analysis of Personality Traits of Post-00s College Students

Yi Qu

School of Business Administration, Xi'an Eurasia University, Xi'an 710065, Shaanxi, China.

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**Abstract:** Blended teaching is guided by blended teaching theory and Internet technology as an important means of teaching, which is an important development direction of university teaching reform. Based on the analysis of the personality traits of post-00s college students, this paper uses the concept of hybrid instructional design to design the teaching process, and takes "human resource management" as an example to give the four links of pre-analysis, teaching design, teaching implementation, and teaching evaluation. Design example.

**Keywords:** Blended Teaching; Post-00s College Students; Human Resource Management

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## 1. Raising the problem

Since entering the 21st century, blended teaching has become a consensus in the education industry. The so-called blended teaching model is a teaching model that combines online and offline, classroom and online teaching. However, the current development of this model has obviously encountered the "sniper" of post-00s college students. As the most important experience of blended teaching, the personality traits of post-00s college students have a very important influence on the design of blended instruction.

## 2. Design of mixed teaching mode

Blended teaching fully realizes the three major blends—environmental blending, resource blending, and method blending, so as to efficiently help students achieve the most optimized learning effect. In terms of implementation, there are two typical paradigms: One is an activity-based hybrid teaching model, and the other is a resource-based hybrid teaching model. Based on the personality traits of post-00s college students, this article analyzes the learners, further confirms the analysis of learning needs, analyzes the content of teaching, and finally designs the teaching model.

## 3. Analysis of personality traits of college students of post-00s

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Post-00s college students are affected by factors such as the school environment, social development, family background, and education methods. Compared with the “post-80s” and “post-90s”, they have special temperaments and characteristics. These temperaments and characteristics are specifically expressed in two categories. Features: superficial features and deep features. The superficial features are represented by age, gender, ethnicity, degree of education, religion, physical fitness, IQ, etc., which can be judged by external features such as files and images. The deep-level characteristics, as well as values and personality traits as representatives, can only be obtained through certain evaluation methods. The differences in deep-level characteristics will affect people’s communication style, rewards and punishment preferences, learning behavior and so on. Because blended instructional design must be based on the in-depth characteristics of post-00s college students, especially personality traits, the design of teaching mode.

This article selects the personality test in the theory of cartel personality traits to evaluate the post-00s college students in order to obtain their personality traits. Among them, 4 of the 16 personality traits are quite different from those born in the 80s and 90s.

### **3.1 Reliance**

In this indicator, the performance of post-00s college students is to pursue “Buddhist life” and “Lying down philosophy”, so they behave silently. In fact, they may feel that “it won’t change anything if you say it, it’s better not say”. In learning, post-00s tend to seldom speak in public, or take the initiative to seek help from teachers after class, but in private they express dissatisfaction with the teaching design.

### **3.2 Gregariousness**

Post-2000 college students prefer independent study, have the so-called “social phobia”, are unwilling to communicate and cooperate with others, and appear to be noble and selfish. On the other hand, they are accustomed to independent decisions and independent judgments, are good at completing single-person learning tasks, do not easily give up their own ideas, and pursue individuality and independence.

### **3.3 Sophistication**

Post-00s college students are relatively straightforward and naive, sometimes seem at a loss, ignorant, naive and clumsy in interpersonal relationships, easy to be emotional, and their views on people and things are relatively superficial and subjective. Most of the post-2000 college students’ cognition of society remains on the surface, but they themselves will not admit it, thinking that they already understand society, but they cannot accept society and cannot integrate into it.

### **3.4 Experimental**

Post-00s college students show a more traditional and conservative side. They sometimes appear stubborn and unwilling to accept opinions that are different from their own. They are susceptible to the influence of others and vacillate. Many college students born in the 00s are a “contradictory unity.” They are keen on rock and do not reject peking opera. They love to watch street dance and also like cross talk and acrobatics.

## **4. Design of a blended teaching model based on the analysis of personality traits of post-00s college students**

This article takes the core course “Human Resource Management” of human resource management as an example to illustrate the research and practice of blended teaching in the stages of teaching activity design, teaching implementation and learning effect evaluation. The design process model of the mixed teaching mode is shown in Figure 1.

### **4.1 Preliminary analysis**

The preliminary analysis mainly includes three aspects: student characteristics analysis, learning needs analysis, and teaching content analysis. The performance of personality characteristics of post-00 college students in learning is mainly reflected in three aspects. One is to learn independently with the help of network resources, the other is to be more willing to accept case teaching, especially the case of enterprise failure, and the third is to be willing to post and leave a message. Of non-face-to-face discussions with teachers on teaching effects. Taking “human resource management” as an example, what the post-00s college students want to solve is to have a deeper understanding of the basic knowledge and principles of human resource management, and be able to apply the basic theories, tools and methods of human resource management to business reality similar to management environment. Finally, through the

analysis of learning characteristics and learning needs, the teaching content is analyzed, and the important and difficult problems in teaching are detailed.

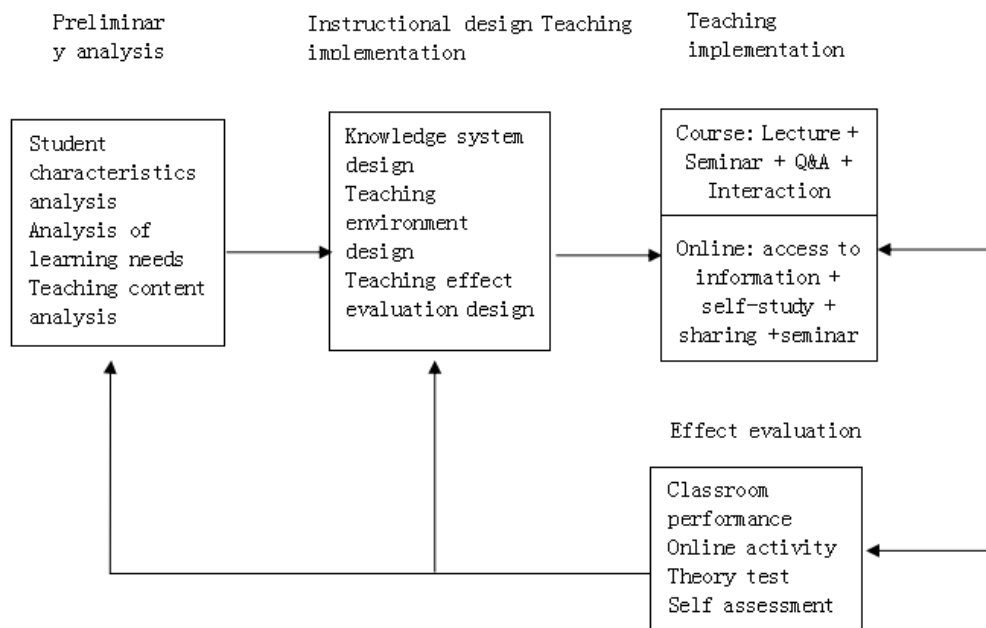


Figure 1. The design process model of the mixed teaching model.

## 4.2 Teaching activity design

The design of teaching activities should refer to the designed course objectives, course content and presentation form, and carry out targeted selection and design according to teaching requirements, including detailed design of knowledge units, detailed design of teaching environment, and detailed design of teaching evaluation.

### 4.2.1 Detailed design of knowledge unit

The mixed teaching design needs to divide the teaching content into detailed knowledge units based on the results of the preliminary analysis, and carry out teaching activities based on the knowledge units. Taking “Human Resource Management” as an example, the course content is divided into four major modules, which are basic overview, basic functions, core functions, and function extensions. Under each major module, knowledge units are set according to the content of the course, such as basic functions. There are four knowledge units: job analysis and design, human resource planning, recruitment and selection, and training and development. Teaching activities are carried out around knowledge units, such as “training and development”. Students are required to collect and share corporate training cases before class, and then teachers comment and explain, and deeply analyze the knowledge points of the course. After class, students are required to complete a case analysis report online.

### 4.2.2 Detailed design of teaching environment

The mixed teaching environment should be designed according to the supporting effect of the teaching environment on teaching activities, centering on the knowledge unit, the teaching of course content, the interactive Q&A and other activities are carried out in the classroom space environment; While the in-and extra-curricular activities such as information review, sharing, and self-study are carried out in the information. Under the network environment of technical support. Take the “Training and Development” knowledge unit of “Human Resource Management” as an example. Before class, students are required to complete data collection online, share them in the classroom, and obtain knowledge points from teachers to teach. After class, students need to complete homework online.

### 4.2.3 Detailed design of teaching effect evaluation

In the mixed teaching design, the multi-purpose teaching effect evaluation design should be used flexibly, such as classroom performance, online posting bar activity, 360° evaluation, project-based learning and other evaluation tools to meet the needs of students to obtain more feedback. To promote teacher-student interaction and student-student interaction. Take the “Training and Development” knowledge unit of “Human Resource Management” as an example, it can combine diversified evaluations such as classroom sharing performance, online post bar activity, intra-group, inter-group, and teacher evaluation.

## 4.3 Implementation of teaching activities

In the concrete implementation of mixed teaching design, CM and PBL teaching methods should be actively used. Because blended teaching pays more attention to cultivating students' extracurricular self-study ability in addition to the accidents of traditional classroom teaching. Therefore, it is guided by learning goals, and teacher-student interaction, Q&A sharing and other links are set up in the teaching process to help students learn more efficiently. At the same time, starting from the personality traits of post-00s college students, it should also provide links and space for students' work display, showing students a series of activities from data collection, creative design, work production to optimization.

#### **4.4 Effect evaluation**

According to the teaching effect evaluation design method carried out in the teaching design link, the student's school effect is evaluated. In addition to traditional written examinations and experimental results, it can also be evaluated through multiple dimensions such as classroom performance, online activity, self-evaluation, etc., so that teachers can better understand students' learning engagement, as well as students' affirmation of themselves, and teaching methods the degree of support. In particular, the use of self-evaluation questionnaires can better meet the needs of post-00s college students in the two personality characteristics of gregariousness and sophistication. Taking "human resource management as an example", the questionnaire was designed around five dimensions: achievement of learning goals, teachers' teaching level, improvement of students' learning ability, and increased learning input.

### **5. Conclusion**

As post-00s college students gradually become the main beneficiaries of higher education, attention to their personality traits and values will become the main objects of higher education research. This article proposes a blended instructional design based on personality traits of post-00s college students. It is guided by blended teaching theory, using Internet+as the main technical means, and considering the individualized learning needs of students in the implementation of teaching, through blended instructional design. Improve student engagement, cultivate student autonomy in learning, and enhance college students' research capabilities. At the same time, this is just the beginning. The personality traits of post-00s college students need further research and analysis. Whether the blended teaching design can meet the learning needs of post-00s college students needs further research and discussion.

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