

Practice and Exploration of the Blended Teaching Model Based on Bloom's Taxonomy in Cultural Studies Teaching in Universities

Jinjin Zhang

College of Liberal Arts, Shantou University, Shantou, 515000, Guangdong, China

Abstract: The course "Integrated Thinking in Cultural Studies" chose a blended teaching model of online and offline based on Bloom's taxonomy. On the one hand, it fully utilized the online teaching platform for online teaching, guiding students to achieve the goals of memorization, understanding, and application through self-study; On the other hand, in small-group seminars, it focused on "small, refined, and accurate" teaching design, expanded discussions and applications on the key and difficult points of online MOOCs through diversified teaching tasks, so as to enable students to achieve the goals of analysis, synthesis, and evaluation. This article, based on the teaching practice of "Integrated Thinking in Cultural Studies" course, discusses the effective combination of online and offline teaching, explores ways to improve teaching quality and effectiveness by combining theory with practice, and presents teaching reform measures for the difficulties encountered in teaching practice.

Keywords: Bloom's taxonomy; Blended teaching; Cultural studies teaching

1. Introduction

In the history of universities teaching, the traditional model is the "classroom teaching system," which is a model of class teaching by one teacher with multiple students. With the personalized and differentiated development of university students, the traditional teaching model has become difficult to adapt to modern society's needs. In recent years, with the development of internet technology, especially under the current epidemic background, a new type of classroom teaching model, namely the online-offline blended teaching model, has emerged widely in Chinese higher education institutions. This model aims to strengthen the interaction between teachers and students, and improve important general abilities such as expression, communication, thinking, and cooperation that students cannot obtain in traditional classrooms.

Given the uniqueness of cultural studies teaching courses and the advanced nature of the online-offline blended teaching model, this article takes the course "Integrated Thinking in Cultural Studies" as an example, refer to Bloom's Taxonomy Theory of Educational Objectives, and teaching experience and reflection to explore the application of the online-offline blended teaching model in cultural studies teaching in universities.

2. The Application of Bloom's Taxonomy of Educational Objectives in the Blended Teaching of "Integrated Thinking in Cultural Studies"

In 1956, American educator Bloom proposed the cognitive domain taxonomy of educational objectives, which divides educational objectives in the cognitive domain into six levels: remembering, understanding, applying, analyzing, synthesizing, and evaluating. With the continuous development of education and teaching, many educators have added innovations based on Bloom's taxonomy of educational objectives, proposing seven levels of teaching requirements. Among them, remembering and understanding are low-level teaching objectives, and applying, analyzing, synthesizing, and evaluating are high-level teaching objectives, while innovation is the highest goal of cultivating students. Based on Bloom's taxonomy of educational objectives, the mixed teaching model mainly focuses on two aspects. The objectives of online teaching are "remembering, understanding, and applying," while offline teaching uses the form of flipped classroom, with objectives such as "analyzing, synthesizing, and evaluating." At the same time, students are expected

to combine their professional knowledge to ultimately achieve the goal of "innovation."

Online teaching refers to the use of network teaching platforms and resources, where the teacher releases preview contents and pre-tests in advance, and learners engage in independent study according to their own learning pace and habits. Online teaching is suitable for independent learning of some basic concepts and basic methods and can achieve low-level objectives in Bloom's taxonomy of educational objectives, such as remembering, understanding, and simple application. Offline teaching includes not only traditional classroom teaching but also post-class assignments and Q&A sessions, where teachers and students can communicate face-to-face and is more suitable for cultivating high-level thinking ability, achieving high-level learning objectives such as analysis, synthesis, and evaluation.

In the blended teaching model of "Integrated Thinking in Cultural Studies," the teacher assigns the course content for each online learning session in advance, proposes learning tasks, and guides students to conduct online theoretical self-study. With the help of online platforms, students can make more reasonable study plans and arrange their own study time, improving their ability for independent learning.

Small group seminars aim to deepen, expand, and apply the theoretical content in large class lectures. The teacher conducts teaching based on the theme of the online lecture. Before class, the teacher assigns learning tasks to guide students for online learning. In the classroom, the teacher uses case studies, flipped classrooms, group activities, and other forms to explain the knowledge points in-depth and design various teaching activities to expand and apply the theoretical content of online courses. After class, the teacher uses diversified assessment methods to assist students to review and summarize the theoretical knowledge learned in large class lectures from multiple perspectives and levels, promote students' understanding, deepening, and application of the theoretical knowledge, and consolidate students' learning effectiveness. In a sense, small group seminars are the core of this course's teaching.

3. Challenges of Blended Learning in Practice

"Integrated Thinking in Cultural Studies" is available to students from different majors. However, due to the varying backgrounds and levels of knowledge among students, the blended learning model has achieved some results but has also encountered several challenges, mainly in the following aspects.

3.1 Difficulties for Matching the Offline Seminar Course Progress

The small offline seminar class is coordinated with the online course content, but the online course mainly focuses on theoretical teaching and is difficult to match with the diversified teaching methods used in the seminar class. Since the completion of online self-learning tasks directly affects the teaching progress and effectiveness of the seminar class, how to match the MOOC platform courses with the seminar class teaching has become a problem that the teaching team needs to explore. We conducted a questionnaire survey of selected students, asking whether they would complete the corresponding online course content before the orientation class. The survey results showed that only 16% of students could complete all online learning tasks before the orientation class, including video learning, online testing, and interactive discussions. In contrast, 53% of students could complete basic online course learning tasks before the class.

At the same time, how to coordinate the seminar class with the online MOOC courses to form a complete course teaching system has become an urgent issue. However, due to the insufficient proactive learning awareness of students towards MOOC courses, students tend to separate the large class lecture from the seminar class. Moreover, in the actual teaching process, the seminar class may need to make temporary adjustments to the teaching content, while online content cannot be updated in time, which makes it difficult for the seminar class to coordinate with the MOOC courses.

3.2 Insufficient Proactive Learning Awareness among Students

From the students' learning data, the main problems exist in that some students watch only a few videos or none. Others may only watch half of the video or watch it at a faster speed, skip some chapters, etc. We conducted a questionnaire survey of selected students to understand their learning status. Regarding the question "What is your study status for MOOC course?" 17% of students said they were taking notes while listening carefully, 52% of students could listen carefully and insist on watching all the videos, 22% of students "briefly understand by dragging and looking," and 9% of students "basically did not watch and did other things while playing the video." It turned out that some students were still in a passive learning state and needed to further enhance their self-control ability and autonomous learning awareness to improve their ability to explore and think deeply.

Therefore, improving students' learning awareness and motivation while conducting independent online learning is also a challenge for this course.

4. Teaching Reform Measures in Blended Learning: "Small, Precise, and Accurate"

To improve the efficiency of classroom teaching and enhance the quality of course instruction, the "Integrated Thinking in

Cultural Studies" course has been committed to integrating and adjusting teaching content and improving teaching methods to achieve good results in blended learning mode.

To address the lack of enthusiasm in MOOCs learning and the lack of attention in small class courses, the team insists on "student-centered" and attempts to diversify teaching forms to improve the quality of small group discussion classes, and improve students' learning efficiency. The "small, precise, and accurate" small group discussion mode is currently used in small class teaching for this course. "Small" refers to group discussions, that is, each seminar class is refined into small groups for learning and discussion. Before class, each group must complete the specified MOOCs content and study the reference materials provided by the teacher, and also search for related materials for group discussions. "Precise" has two meanings: "accurate" and "selected". "Accurate" means that students in the group must accurately grasp the knowledge points and make sufficient preparations before class. The teacher will randomly assign students to different groups to explain relevant knowledge points and answer questions from other group members. "Selected" means that the students in each group need to select the theme content containing many knowledge points under the guidance of the teaching teacher. Only after that, the group can grasp the main points when reporting and explaining in the classroom. "Accurate" means that the teaching teacher will deepen and summarize the relevant knowledge points based on the sharing and Q&A of the designated group members and use cases to ensure that every student can accurately understand the key and difficult points of each topic.

For example, in the "Fallacy Analysis" module of this course's critical thinking, the teaching model is carried out in the following way: Before class, the teacher will assign students to watch the corresponding online teaching videos, and at the same time, designate a group of students to conduct in-depth interpretation of the theme content. In addition to watching MOOCs videos, the students in this group also need to study the reading materials provided by the teacher on the same topic. At the same time, the teacher will give a selected outline, such as focusing on the classification of fallacies and guiding students to find cases based on different types of fallacies. In the small class, 5-6 members of this group will be randomly assigned to non-reporting groups to teach the structure of the fallacy and demonstrate relevant cases for about 10 minutes. Then there will be 5-8 minutes to answer the questions of the members of the non-reporting group. During this process, the teacher will conduct classroom inspections, pay attention to the performance of the reporting group, and find the problems that students have in mastering the knowledge points of "fallacy analysis."

The "small, precise, and accurate" teaching model adopted in this course has improved students' attention and participation in small group discussion classes, improved their classroom learning efficiency, and also improved students' attention to online large-class courses.

5. Effectiveness and Reflection on the Blended Teaching Mode Based on Bloom's Taxonomy

Through the exploration of blended teaching mode and under the guidance of Bloom's taxonomy, the "Integrated Thinking in Cultural Studies" course has gradually found a teaching method that suits the course. Based on online and offline teaching modes with different teaching objectives, it not only improves students' learning efficiency but also enables them to have personalized development, in line with the teaching objectives of cultural studies courses.

Undoubtedly, there are still problems with the blended teaching mode based on Bloom's taxonomy in the practice of the "Integrated Thinking in Cultural Studies" course. Although the refinement of MOOCs assessments has increased the degree of control of the lecturers over the students' learning situation, there is still room for improvement in the coordination between online MOOCs and offline small-class seminars.

In summary, the blended teaching mode plays an important role in cultural studies teaching courses. Under the guidance of Bloom's taxonomy, the "Integrated Thinking in Cultural Studies" has achieved good results through the application of this teaching mode. Although this teaching mode still has its shortcomings, at this stage, through the exploration of this mode, it is a teaching mode worth promoting, which can optimize the course resources and improve the quality of teaching.

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