Research on the application of hybrid teaching method in the teaching of E-commerce major in colleges and universities

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Abstract: With the digital transformation of education, the combination of online and offline teaching has shown strong development potential, and has been paid more and more attention by educators. Blended teaching integrates two teaching modes online and offline to create a digital interactive classroom learning atmosphere for students. E-commerce courses cover all aspects and fields of e-commerce, involving e-commerce overview, e-commerce operation, electronic transactions and payment and other aspects of knowledge, with strong operability and practicability. In the teaching of e-commerce courses, follow the action-oriented teaching concept, give full play to the advantages of hybrid teaching, and integrate the advantages of online and offline teaching modes. It can effectively improve the depth of students' learning, thus promoting the innovative development of e-commerce education.

Key words: blended teaching; Colleges and universities; Electronic commerce major; Teaching application

1. The significance of applying blended teaching

Blended teaching is a teaching model developed on the basis of constructivism, multiple intelligences, motivational teaching and other teaching theories, and relying on modern information teaching technology. It reflects the characteristics of student-oriented and systematic design, and can be applied in the teaching of e-commerce majors to meet students' learning needs for diversified e-commerce knowledge as well as for innovation and practice.

2. The application of hybrid teaching, through both online and offline channels to sort out e-commerce professional knowledge, e-commerce course knowledge more clear context, help students to build e-commerce knowledge system.

Second, the application of blended teaching, organized students online independent learning, offline group discussion, help to change the situation of students passively accept knowledge, reflect the status of students as the main body of learning, so that students can actively participate in the classroom teaching, forming the active learning, independent exploration, mutual cooperation learning habits.

3. The principle of blended teaching should be applied in the teaching of e-commerce

(1) Taking practicality as the basic teaching principle

With the rapid development of the e-commerce industry, the content of e-commerce courses is constantly updated. When applying the blended teaching model, it is necessary for teachers to supplement the course content with the help of Internet resources, expand the development information of e-commerce industry for students, let students know the development status of e-commerce industry in time, and promote the continuous update of course content with information teaching resources to adapt to the development of The Times and meet the development needs of students.

(2) Student-oriented teaching principle

Since students have different learning bases and learning abilities, it is important to implement multi-level teaching based on individual differences of students. Therefore, under the blended teaching mode, teachers can organize hierarchical learning resources and meet students' hierarchical learning needs through micro-class videos, multimedia courseware and other learning resources, so that students can obtain various learning resources they need according to their actual needs and carry out personalized learning, so as to ensure that each student can further develop on their own original basis.

(3) Taking multiple evaluation as the principle of teaching development

Blended teaching breaks the previous situation of passive learning. Therefore, under the blended teaching mode, it is necessary for teachers to reform the teaching evaluation mode, carry out online and offline mixed evaluation, integrate diversified evaluation indicators and evaluation subjects, and optimize evaluation methods, so as to ensure that everyone can develop individual abilities and improve comprehensive literacy under the blended teaching mode.

4. The application of blended teaching strategies in the teaching of e-commerce courses in colleges and universities

(1) Understand students' learning situation and set teaching goals reasonably

From the analysis of course content, the content of e-commerce basic course can be divided into the following categories: First, professional concept, refers to the exclusive concept of e-commerce industry, including the concept of e-commerce model, mobile payment concept, cross-border e-commerce, modern logistics, cold chain logistics, network marketing, precision marketing, micro-marketing and other concepts. Second, technical knowledge, mainly refers to the professional theory and operational knowledge of e-commerce industry, including Taobao store opening, online store decoration, online banking opening and so on. Third, the practical ability module, mainly

includes the application of e-commerce model, the application of wechat activity marketing, the operation status of mobile e-commerce enterprises.

Blended teaching should design scientific and reasonable teaching objectives based on learning situation. In terms of learning situation, teachers need to understand students' learning attitude, learning ability, learning habits, learning interests, etc., and analyze the difficulties that students may encounter in blended learning. Based on the learning situation, design the teaching objectives from the three dimensions of knowledge, skills and emotional attitude. As for the basic courses of e-commerce, in terms of knowledge dimension, the teaching objectives are to let students understand B2C, B2B, C2C, G2B, G2C and other e-commerce models, master the relevant laws and regulations of e-commerce industry, and understand professional technologies such as online payment and modern logistics. In terms of skills, the teaching goal is to enable students to master e-commerce data processing, network system maintenance, network marketing and other skills, to carry out online shop operation and construction, but also to understand the current development status of e-commerce, to carry out e-commerce entrepreneurship. Finally, in the dimension of emotional attitude, the teaching goal is to cultivate students' customer communication ability, teamwork ability, innovation and entrepreneurship ability, and professional ethics.

(2) Make high-quality courseware and scientifically design the teaching process

First, make micro-class videos and teaching courseware, and publish self-learning tasks on the online teaching platform. Teachers log in the background and supervise students' online autonomous learning to a certain extent. By browsing students' video viewing records and the completion of learning tasks, teachers can grasp students' preview progress. If necessary, teachers can send reminder messages to remind students to complete the preview. The teacher will also release the basic concept test questions online. After the students finish the online video watching task, they will pass the test questions to check the learning situation. Secondly, in the learning process in class, it is necessary to review old knowledge and introduce new knowledge, deepen students' understanding of knowledge and guide them to build a knowledge system through teacher-student interaction and brainstorming.

Students log on to the online learning system, and can borrow books and inquire information on the Internet. Like a mobile library, online learning platform provides rich learning materials and powerful information retrieval functions. Based on the "notes" function of the online teaching platform, students record key content and learning experience. The online learning platform also creates a social communication space, where students and teachers can freely create communication groups, join groups, and interact with others online at any time to achieve information exchange and sharing.

When necessary, for example, in the teaching of key knowledge, teachers can carry out live broadcast teaching and live broadcast, and create an intelligent and efficient live broadcast course through screen sharing, moderator permission transfer, intelligent noise reduction, video recording, live broadcast, multi-group broadcast and other functions. Online learning platform, online learning has become interesting through various functions such as bullet screen, check-in and limited time practice.

(3) Self-exploration in the course to consolidate the effect of online learning

The in-class part is the link between the previous and the next part of blended teaching. Because students have basically mastered the knowledge points of the course through independent online preview, the in-class part is mainly to organize students to further solve the problems they encounter in the independent learning part through independent discussion. First of all, the teacher understands the problems encountered by students in the independent learning process by means of sampling students' answers and the whole class's answers. In combination with the analysis of students' online test data, online discussion and online video viewing data, the important and difficult contents in this course are intensively explained. After that, the students formed a study group and freely discussed the problems in the pre-class preview session and the discussion tasks given by the teacher. In the group discussion, they expressed their opinions and pooled their ideas. Students can learn from each other in group discussion. In order to ensure the effect of group discussion of students in class, teachers should do a good job in group work, and assign students with different learning abilities and different ways of thinking to each group, so that the spark of thinking in the discussion can be collided; Second, teachers should create a good classroom discussion atmosphere, provide necessary reference materials around the discussion topic, and provide support for the discussion activities.

As a link between the previous and the next, group discussion in class teaching can promote the smooth progress of class teaching, which can promote the common development and progress of all students, and then improve the learning ability of the group. In the group, students complement each other's abilities, and the students with strong learning ability are matched to the students with weak learning ability. This is a kind of supervision for the students with strong learning ability and a kind of promotion for the students with weak learning ability. Moreover, the discussion process is also an effective measure to promote classroom interaction and the overall improvement of students' comprehensive quality.

After class, the teacher releases the learning tasks after class, so that the students can form a learning group to complete the learning tasks together and strengthen the learning effect. After class, teachers should encourage students to make good use of online resources, learn independently after class, and consolidate and strengthen their weak links.

(4) Diversified evaluation to promote the fairness of educational results

Blended teaching evaluation should be people-oriented and based on modern teaching concepts. Blended teaching is the combination of traditional face-to-face classroom teaching and network teaching. Therefore, the evaluation method of computer learning should adopt the combination of "formative evaluation" and "terminal evaluation". In the formative evaluation, data such as video viewing time, online discussion participation, online test results and platform login time are reflected to comprehensively evaluate students' learning attitude, class attendance and performance in groups. The final evaluation is mainly divided into two parts: the final exam score and the group report

performance.

To be specific, the assessment should be divided into four items: regular scores, task scores, exam scores, and report scores. Peacetime scores are mainly reflected in students' online and offline process learning data. The main indicators include students' online course browsing record, online homework submission, online teaching participation, offline answering questions, offline activity completion, offline group report, etc. Task achievement refers to the achievement of the project tasks completed by each group, which reflects the common wisdom of each group. The test scores are the average scores of the class practice scores and the midterm and final exam scores. The report score is the defense report score made after the end of the group project, which is the summary of each study group's learning situation at this stage.

In short, the basic idea of teaching evaluation under the blended teaching mode is to follow the blended teaching process: "online self-study in one lesson and interactive teaching in one lesson and extended applied teaching after class", evaluate each teaching link, replace the final evaluation with process evaluation, and do not evaluate students from the three aspects of learning attitude, learning ability and learning effect. Reform should also be carried out in the evaluation indicators and evaluation subjects to reflect the characteristics of multiple evaluation, that is, to make both teachers and students participate in the teaching evaluation and design evaluation criteria according to the common demands of both sides, so as to make the mixed evaluation more convincing and really play a role in promoting teaching.

Epilogue

In summary, blended teaching is an efficient teaching method produced in the environment of education informatization. Based on the blended teaching mode, teachers can present the frontier knowledge of e-commerce and industry information in front of students, make professional knowledge clearer and more direct through video courses, and create a personalized learning environment for students on the online platform. It can improve students' learning efficiency and improve their learning effect. In short, teachers should make good use of blended teaching. Based on the characteristics of blended teaching and professional teaching needs, they can cultivate interest, lay a solid foundation and improve their abilities, so that students can learn knowledge purposefully, participate in activities, develop their abilities and improve their qualities, and finally become new talents who can meet the needs of social development.

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