Research on Student-Centered Blended Learning Model

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Abstract: *This paper delves into the application of a student-centered blended learning model in professional theory courses. Firstly, it analyzes the problems of traditional offline teaching and online teaching, highlighting the advantages of blended learning. Secondly, it proposes suggestions for constructing a student-centered blended learning model in professional theory courses, including strengthening teaching concepts, reorganizing teaching content, building learning platforms, and implementing processes. By introducing practical elements and establishing a diversified course evaluation system, the blended learning model provides students with a more flexible and personalized learning environment, promoting the cultivation of students' comprehensive abilities.*

Keywords: blended learning model; student-centered; advantages

1. Introduction

In the global context, the field of higher education is experiencing unprecedented rapid changes. Among them, the student-centered blended learning model is becoming increasingly a focal point of attention and is recognized as one of the key strategies for advancing undergraduate teaching reform in universities. This teaching model combines traditional face-to-face instruction with modern online education technology, fully leveraging the active role of students in the educational process. This study is dedicated to exploring the implementation of this innovative teaching strategy in professional theory courses. It aims to propose strategic recommendations for constructing a student-centered blended learning framework by analyzing the shortcomings of traditional teaching methods, with the goal of providing an effective teaching approach to improve the quality of higher education and cultivate talents with innovative thinking.

2. Problems with the Traditional Offline Teaching Model

In the current higher education system in China, the widely adopted model is the traditional offline teaching approach centered around teachers. In this model, teachers dominate the classroom, while students' primary task is to receive knowledge. Teaching activities mostly take the form of teachers unilaterally transmitting information to students. Under this framework, when preparing for classes, teachers focus more on arranging teaching content and matching teaching progress, while relatively neglecting the status and needs of students as the main subjects of learning. This teaching concept, which emphasizes content delivery over the student learning process, overlooks the initiative of student learning, the feedback on learning outcomes, and the importance of ability enhancement. Therefore, students in such a teaching environment often find it difficult to profoundly understand and digest new professional knowledge, lack the ability to apply what they have learned to practice, and struggle to effectively cultivate skills in areas such as problem analysis and solving, team collaboration, and innovative thinking. Students under this teaching model become passive recipients of knowledge, lacking opportunities for active exploration and critical thinking. This not only affects students' academic growth but also limits their ability to apply knowledge to solve practical problems in their future careers. Furthermore, in traditional teaching methods, there is limited interaction between teachers and students, with students mainly passively accepting the teacher's lectures. This restricts the development of their subjective initiative. As a result, the flexibility and adaptability of education are greatly reduced, making it difficult to meet the high demands of contemporary society for talents with innovative and practical abilities [1].

3. Problems with the Online Teaching Model

Although the online teaching model has been widely adopted and applied in modern higher education systems, providing flexibility in terms of time and space, it still faces numerous challenges and problems. First, in an online learning environment, students are more easily distracted by their surroundings, leading to a lack of focus, which directly impacts the efficiency and effectiveness of learning. In the absence of a physical classroom environment, students often find it difficult to maintain a continuous and concentrated learning attitude. Second, while online teaching provides rich video and multimedia teaching resources, these resources mostly focus on unilateral knowledge transmission and lack the necessary interactivity and instant feedback mechanisms. This lack of interactive learning mode is not conducive to students' in-depth exploration and understanding of knowledge points, and it also reduces opportunities for communication and discussion between students and teachers, as well as among students themselves. Furthermore, online learning often fails to provide timely and targeted guidance and assistance when students encounter learning obstacles or difficulties. Although some online platforms offer question-and-answer and forum functions, these usually cannot replace face-to-face guidance and personalized learning support from teachers. Without sufficient guidance, students may not be able to effectively solve problems encountered in their learning, thus affecting their learning motivation and outcomes [2].

4. Research on the Application of Blended Learning Model in Professional Theory Courses

In-depth exploration of the blended learning model reveals its remarkable applicability and feasibility in a wide range of professional theory courses in higher education. Within the framework of blended learning, teachers play the role of facilitating and motivating student learning, transforming the situation where students passively receive knowledge in traditional classrooms and encouraging them to actively participate in classroom activities. This model effectively promotes students' interest in professional theories while cultivating their habits of active inquiry and critical thinking [3]. The blended learning model combines online and offline teaching resources and activities, providing students with a diversified learning environment that includes both independent online learning and face-to-face interactive learning. The implementation of this teaching model is conducive to students developing their ability to analyze and solve problems based on their understanding of theoretical knowledge. At the same time, through teaching methods such as project practice and case analysis, students' practical operation skills and innovative thinking abilities are also significantly enhanced. Moreover, the application of the blended learning model also promotes the personalization and flexibility of the teaching process, enabling teachers to adjust teaching content and strategies according to students' specific needs and learning progress, thereby achieving more effective knowledge impartation and skill cultivation. Through this teaching model, not only is classroom teaching efficiency maximized, but the overall quality of classroom teaching is also significantly improved [4].

4.1 Strengthening the Student-Centered Teaching Concept

The application of the blended learning model in professional theory courses in higher education has demonstrated its remarkable adaptability and feasibility of implementation. Under this model, the role of teachers has undergone a fundamental change, transforming from traditional information transmitters to facilitators and guides of learning. This change is aimed at stimulating students' active learning attitudes, thereby promoting their deep involvement in the learning process. This not only enhances students' interest in professional theories but also fosters their active exploration and deep understanding. The blended learning model emphasizes placing students at the center of teaching activities. The implementation of this concept means that students are not merely passive absorbers of knowledge in the learning process but become active participants, deep thinkers, and proactive explorers. This shift encourages students to form habits of autonomous learning, and through this approach, educators instill in students an active pursuit of professional knowledge and a mindset of deep understanding [5]. Moreover, the blended learning model also promotes students' growth in their ability to analyze and solve problems. By combining theoretical learning with practical operations, it not only deepens students' understanding of theoretical knowledge but also significantly improves their practical operation skills and innovative thinking. The adoption of this teaching strategy undoubtedly provides an effective pathway for enhancing the teaching quality of professional theory courses and student abilities in the field of higher education.

4.2 Reorganizing the Teaching Content of Blended Learning Courses

When implementing the blended learning model in professional theory courses, the reorganization and innovation of teaching content become crucial steps. Under this model, the role of teachers shifts to being more of a guide and inspirer of learning, rather than merely a transmitter of information. The reconfiguration of teaching content aims to strengthen the student-centered learning concept, thereby stimulating students' deep interest in the subject and creating an interactive and practice-oriented learning environment by utilizing a combination of online and offline educational resources [6]. In reorganizing the content of blended learning courses, it is necessary to ensure that it not only meets the core requirements of professional theory courses but also effectively promotes the development of students' critical thinking and problem-solving skills. By incorporating practice-oriented teaching activities such as case studies, real project execution, and group discussions, the teaching content goes beyond the mere impartation of theoretical knowledge and focuses more on cultivating students' ability to apply learned knowledge to solve real-world problems. Furthermore, utilizing the resources provided by online teaching platforms, teachers should guide students to engage in autonomous in-depth learning, thereby expanding their knowledge scope and enhancing their information gathering and processing abilities. The reorganized teaching content should also emphasize the integration of interdisciplinary knowledge, combining professional theories with knowledge from related fields to promote the formation of a comprehensive and integrated knowledge system for students. With the help of modern technological means, such as virtual laboratories and simulation software, students' practical experiences can be further enriched, enabling them to gain hands-on experience while mastering theoretical knowledge, thereby enhancing their depth of understanding and mastery of professional knowledge. Through this reorganization and innovation of teaching content, the blended learning model contributes to achieving more efficient and targeted educational outcomes, laying a solid foundation for students' all-round development [7].

4.3 Building Course Learning Platforms and Teaching Resources

Under the blended learning model, the effective implementation of professional theory courses is inseparable from the systematic construction of course learning platforms and teaching resources. The key to this link lies in utilizing the extensive resources of online learning platforms to create a learning environment that is both flexible and capable of meeting students' personalized needs. By developing and integrating diverse teaching resources, such as video explanations, e-textbooks, and interactive quizzes, educators can provide students with a rich and comprehensive learning experience, thereby deepening their understanding and mastery of professional theories. In the process of building course learning platforms, the user-friendliness of the platform interface and the effectiveness of its interactive functions become priority considerations. This design aims to ensure that students can easily access, actively participate in discussions, and conveniently obtain the required learning materials. At the same time, teachers can leverage the flexibility of these online resources to update course content in real-time based on the latest disciplinary developments and practical cases, ensuring the timeliness and practicality of the teaching content. Additionally, the construction of teaching resources should also include practical materials that provide specific case analyses and project tasks, aimed at cultivating students' skills in solving real-world problems. Designing challenging learning tasks not only stimulates students' learning interest but also encourages them to combine online learning with offline practice, thereby achieving an effective integration of theoretical knowledge and practical skills [8].

4.4 Implementing the Blended Learning Model Process

The implementation of the blended learning model in professional theory courses represents an educational innovation aimed at optimizing students' learning experiences and promoting comprehensive ability cultivation. Through a detailed examination of the execution process of this model, its applicability and operational details in the field of higher education can be further clarified. Under this framework, the role of teachers transforms into being the primary guides and inspirers, emphasizing the encouragement of students' active learning participation. The practice of blended learning can be divided into four main stages. The initial stage is course preparation, during which teachers need to carefully plan online and offline learning materials and activities to ensure the practicality and relevance of the course content. Subsequently, the online course delivery stage begins, where professional theories are imparted through online platforms, focusing on arousing students' learning interest and promoting their in-depth thinking. The third stage is offline teaching internalization, utilizing face-to-face interaction opportunities to deepen students' understanding and

absorption of the knowledge acquired online, and through practical explanations and guidance, strengthening students' knowledge mastery. The final stage is the post-class learning consolidation that combines online and offline learning, where students review and reinforce the learned content through online resources. At the same time, teachers encourage students to apply theoretical knowledge to practical situations by providing case studies and problem analyses. Through these four carefully designed stages, the blended learning model not only enhances students' learning motivation and participation but also provides them with a richer, more interactive, and practice-oriented learning environment. This approach enhances academic understanding while strengthening students' ability to solve real-world problems [9].

4.5 Establishing a Diversified Course Evaluation System

The implementation of the blended learning model in professional theory courses has demonstrated its significant effectiveness in promoting students' learning experiences and ability cultivation. Under this teaching framework, teachers transform from their traditional role as information transmitters to facilitators of learning and stimulators of thinking. This change encourages students to shift from being passive knowledge recipients to active learning participants, thereby more effectively absorbing and understanding course content.

Through the application of blended learning, students' interest in professional theories is significantly stimulated. Teachers combine online and offline teaching resources to design learning tasks that are both attractive and practical, guiding students to engage in deep exploration and active thinking. In this process, students are not only knowledge learners but also problem explorers and solution creators. This active learning mode cultivates students' self-learning abilities and gradually enhances their comprehensive ability to analyze and solve problems. Moreover, the practice of blended learning effectively promotes students' improvement in practical operation and innovation capabilities. By integrating online resources with offline practical activities, it deepens students' understanding of theoretical knowledge and encourages its application to real-world situations. This practice-linked learning approach strengthens students' application abilities, laying a solid foundation for their future careers. To comprehensively evaluate the impact of the blended learning model on students' learning outcomes, establishing a diversified course evaluation system is crucial. This evaluation system should encompass multiple dimensions, such as the mastery of disciplinary knowledge, students' participation and activeness, classroom atmosphere quality, and students' autonomous learning ability. Furthermore, by collecting and analyzing student feedback, a deep understanding of students' experiences and evaluations of blended learning can be gained, providing important basis and direction for the continuous optimization and improvement of the teaching model. This multidimensional evaluation system not only helps teachers and educational administrators grasp teaching effectiveness but also provides students with opportunities for reflection and self-improvement, thereby achieving continuous improvement of teaching activities and enhancing educational quality [10].

5. Conclusion

The research on applying the student-centered blended learning model in professional theory courses demonstrates that this model has significant benefits in enhancing students' learning experiences and promoting their comprehensive abilities. By establishing students' central role, reconfiguring teaching resources, building interactive learning platforms, and executing structured teaching processes, blended learning introduces an innovative educational approach to the field of higher education. This model effectively promotes students' deep interest in disciplinary knowledge and strengthens their skills in solving practical problems, laying a solid foundation for cultivating high-quality talents with innovative spirit and practical abilities. Further exploration and expansion of the student-centered blended learning model will undoubtedly have a positive and lasting impact on the future development of higher education.

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