

# Research on the Reform of Blended Course Teaching Based on the Double-creation Education

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**Abstract:** *With the rapid development of social economy and the wide application of information technology, the teaching mode of higher education is undergoing profound changes. In this context, double-creation education (innovation and entrepreneurship education) has become one of the important development directions of higher education teaching. Double-creation education refers to the education model that guides students to realize their own value and social value by cultivating innovation and entrepreneurship. The blended teaching mode not only can improve teaching efficiency and quality, but also can broaden students' learning channels and ways, and promote the development of their practical and innovative abilities. Therefore, integrating the double-creation education into the blended teaching mode can better meet the needs of society and improve students' practical ability and inquiry ability.*

**Keywords:** *double-creation education, blended teaching course, teaching mode reform, practical education, higher education development, educational technology*

## 1. Introduction

Double-creation education is a new education model that has emerged in recent years with the rapid development of society and economy. It refers to cultivating students' innovation and practical ability through innovation and entrepreneurship, and guiding them to contribute to society while growing as individuals. Under the leadership of double-creation education, the teaching mode of higher education is undergoing profound changes. This paper analyzes and discusses the development of double-creation education and its impact on higher education, the theory and practice of blended teaching course and proposes a reform strategy of blended teaching mode of design courses integrating the double-creation education.

## 2. The development of double-creation education and its impact on higher education

### 2.1 *The Content and Development of the double-creation education*

Double-creation education emphasizes that students should focus on practice in their studies and improve their innovation ability and entrepreneurial consciousness in practice. The core of double-creation education is innovation and entrepreneurship, which requires students to actively explore unknown fields, dare to try new methods, focus on the combination of practice and theory, give full play to their own strengths, and give full play to the spirit of teamwork and cooperation. The development trend of double-creation education is toward the cultivation of innovative and entrepreneurial talents. With the acceleration of globalization and economic integration, innovation and entrepreneurship have become an important driving force for modern economic development. Therefore, the higher education mode needs to adapt to this trend and cultivate innovative and entrepreneurial talents to meet the needs of society.

### 2.2 *The impact of double-creation education on higher education*

The impact of double-creation education on higher education is multifaceted. First, double-creative education changes the traditional education approach and teaching mode, emphasizing students' practical and inquisitive nature in learning. Second, double-creation education incorporates innovation and entrepreneurship into higher education teaching and promotes the development of students' comprehensive and practical abilities. Third, dual-creation education can promote the improvement of higher education teaching quality and effectiveness, and enhance students' employment competitiveness

and entrepreneurial ability. At the same time, double-creation education can also promote the positive interaction and integration between schools and society. Schools can attract more social resources and innovative and entrepreneurial projects through innovative and entrepreneurial activities to improve students' practical ability and innovation ability. The society can also provide more practical opportunities and entrepreneurial resources for students through cooperation with schools, promoting win-win development of both society and students.

The introduction of double-creation education also raises the requirement of transforming the teaching mode of higher education. The teaching mode of higher education needs to be transformed from a single knowledge transfer to a diversified teaching mode that focuses on practice and innovation. Specifically, higher education should focus on the combination of practice and theory, strengthen the depth and breadth of innovation and entrepreneurship education, and create a higher education teaching model suitable for the development of modern society. The double-creation education is a new type of education model, which plays an important role in promoting the change and development of higher education teaching model. With the rapid development of society and economy, the higher education teaching mode also needs to continuously adapt and innovate, strengthen the combination of practice and theory, and promote the development of students' innovative and entrepreneurial abilities.

### **3. Theory and practice of blended course teaching model**

Blended course teaching is a teaching mode that combines traditional teaching mode with modern information technology, which can improve teaching efficiency and teaching quality, as well as broaden students' learning channels and ways and improve their practical and innovative abilities. This chapter will discuss the theoretical basis and practice of the blended course teaching mode.

#### ***3.1 Theoretical basis of blended course teaching model***

The theoretical basis of the blended course teaching mode includes the theoretical basis of many subject areas such as educational technology, educational psychology, educational management, and curriculum design. Among them, educational technology is the foundation of the blended course teaching mode, which includes a variety of technical means such as multimedia technology, network technology and intelligent technology, which can help teachers to better apply technical means in course teaching and improve the teaching effect.

Educational psychology is an important theoretical basis for the blended course teaching model, which studies students' learning characteristics, learning ability and learning psychology. By understanding students' learning characteristics and learning psychology, teachers can better design courses, adjust teaching strategies and improve teaching effects.

Educational management is the theoretical basis for the organizational and management of blended course teaching models. It focuses on various aspects of educational organization and management, including educational management system, educational resource allocation, and educational quality management. With an in-depth study of educational management, the management and organization of the blended course teaching model can be optimized.

Curriculum design is the key theoretical foundation of the blended course teaching model. It focuses on the principles and methods of curriculum design to help teachers better design their courses and improve teaching effects.

#### ***3.2 Practice of blended course teaching***

The practice of blended course teaching mode is a process of combining theory and practice. In practice, it is necessary to develop suitable teaching programs, design suitable teaching contents and teaching methods according to the course characteristics and students' characteristics. At the same time, teachers also need to choose suitable teaching platforms and teaching tools to achieve effective integration of blended course teaching. In the blended course teaching mode, teachers need to design suitable teaching contents to meet the learning needs of students. The design of the content should follow the principle of "teaching for individual needs" and be personalized according to students' different needs and levels. In the blended course teaching mode, teachers need to design suitable teaching contents to meet the learning needs of students. The design of the content should follow the principle of "teaching for individual needs" and be personalized according to students' different needs and levels. In addition,

teachers need to integrate the content of blended courses to achieve a seamless transition. For example, teachers can teach in offline classes by explaining theoretical knowledge and analyzing cases, while teaching in online courses by demonstrating videos and interactive games. The teaching methods of the blended course teaching mode should be combined with traditional teaching methods to maximize the teaching effects. Teachers can use a variety of teaching methods, such as case teaching, teamwork, and project practice, to stimulate students' learning interest and potential. In addition, in online course teaching, teachers can also conduct interactive teaching through interactive courseware and online discussions to improve students' learning participation and effectiveness. [3][4]

The practice of blended course teaching mode needs to combine theory and practice, and explore the design of teaching contents, reform of teaching methods, reform of teaching evaluation, and construction of teachers' team in order to maximize the teaching effect and improve the teaching quality. However, there are some problems and challenges in the practice of blended course teaching mode. For example, how to effectively manage and organize the blended course teaching mode, how to ensure the articulation and coherence of blended teaching, how to evaluate and monitor the effect of blended teaching, and so on. Therefore, in the process of promoting and practicing the blended course teaching model, we need to continuously explore and innovate, improve teachers' information technology and educational technology capabilities, strengthen educational management and educational evaluation, and improve the quality and level of education and teaching.

#### **4. Reform Strategy of Blended Course Teaching Mode Integrating the Concept of Double-Creation Education**

The reform of blended course teaching mode under the double-creation education concept is an important task to meet the needs of current education development. The reform of blended course teaching mode under the double-creation education concept is an important task to meet the needs of current education development. Led by the concept of double-creation education, universities and teachers need to pay more attention to the cultivation of students' practical ability and innovation ability, and explore innovative teaching modes in order to improve the quality and level of education and teaching. In the following, the reform strategy of the blended course teaching mode integrating the concept of double-creation education will be proposed from four aspects, including teaching content reform, teaching method reform, teaching evaluation reform and teacher team building.

##### ***4.1 Teaching content reform***

In the reform of blended course teaching mode with the concept of double-creation education, the reform of teaching content is a key part. Teachers need to design suitable teaching contents to meet the needs of students' practical ability and innovation ability according to the requirements of the double-creation education and the characteristics of specific disciplines.

##### ***4.1.1 Enhancing practical teaching***

Practical teaching is an important part of the reform of the blended course teaching mode combined with the concept of double-creation education. Teachers should design practical teaching contents with certain difficulty and challenge according to the characteristics of the course and the actual situation of students, so as to stimulate students' learning interest and potential.

##### ***4.1.2 Strengthening innovation education***

Innovation education is the core content of double-creation education and an important direction of reforming the blended course teaching mode. Teachers should focus on the implementation of innovation education and cultivate students' creative thinking and innovation ability by exploring new teaching methods and teaching contents.

##### ***4.1.3 Promoting interdisciplinary teaching***

Interdisciplinary teaching can help students acquire a wider range of knowledge and skills and improve their comprehensive quality and innovation ability. In the reform of blended course teaching mode integrating the concept of double-creation education, schools and teachers should focus on the implementation of interdisciplinary teaching and promote the cross-fertilization between different disciplines to provide students with more comprehensive educational resources.

## **4.2 Teaching methods reform**

### **4.2.1 Adopting diversity in teaching methods**

In the blended course teaching mode, teachers should use a variety of teaching methods, such as case teaching, group discussion and project practice, to stimulate students' learning interest and potential. Combining course content and students' actual situation, appropriate teaching methods are chosen to improve teaching effectiveness.

### **4.2.2 Emphasizing interactive teaching**

In the blended course teaching mode, focus on the implementation of interactive teaching, through interactive courseware, online discussions, etc., to achieve interaction and communication between teachers and students, and improve the participation and effectiveness of student learning.

### **4.2.3 The use of information technology**

Information technology is a very important resource in the blended course teaching model. The advantages of information technology, such as educational platform, educational software and multimedia teaching, are fully utilized to improve teaching efficiency and teaching quality.

## **4.3 Teaching evaluation reform**

The reform of teaching evaluation is also a very important part of the reform of the blended course teaching mode with double-creation education concept. Teachers need to adopt diversified and comprehensive teaching evaluation methods in order to evaluate students' comprehensive ability and practical ability.

### **4.3.1 Use of multiple evaluation methods**

In the blended course teaching model, multiple assessment methods, such as exams, assignments, group projects, and individual reports, should be used to comprehensively evaluate students' learning outcomes and practical skills.

### **4.3.2 Focus on Students' Independent Evaluation**

In the blended course teaching model, teaching institutions and teachers should also focus on the implementation of student-led assessment. By guiding students to self-evaluate and evaluate each other, students' awareness and understanding of their own learning will be improved, and students' motivation and learning effectiveness will be promoted.

## **5. Faculty Development**

Faculty development is also a very important part of the reform of the blended course teaching model with the concept of double-creation education. The training of teachers has been increased to improve their information technology and educational technology skills, so as to provide strong support for the implementation of the blended course teaching model.

### **5.1 Strengthening teacher training**

Improving teachers' information technology and educational technology skills through training for teachers. Colleges and universities organize professional training and seminars, etc., to improve teachers' teaching standards and the quality of education and teaching.

### **5.2 Building a Faculty Team**

In the blended course teaching model, the school leads the teacher training team to enhance cooperation and communication among teachers to improve their teaching ability and the quality of education and teaching. At the same time, teachers can be motivated to teach with enthusiasm and innovation by selecting outstanding teachers and other means.

### 5.3 Establishing a teacher evaluation mechanism

A teacher evaluation mechanism adapted to the new era is established to regularly evaluate and assess teachers in order to improve their teaching standards and the quality of education and teaching. At the same time, the teacher evaluation mechanism can also stimulate teachers' teaching enthusiasm and innovation spirit and promote the improvement of education and teaching quality. The reform of blended course teaching mode integrating the concept of double-creation education requires universities and teachers to explore and reform from several aspects. The reform of teaching content, teaching methods, teaching evaluation and teachers' team building are important directions of reform. Schools and teachers need to focus on the combination of theory and practice, and keep exploring and innovating in order to improve the teaching effect and teaching quality, and contribute to the cultivation of high-quality talents with innovative and practical abilities. [1][2]

To sum up, the concept of double-creation education is an important guiding idea for the reform of the blended course teaching mode. The research and promotion of the double-creation education concept should be strengthened to promote its in-depth development in the field of higher education. Strengthen the training and improvement of teachers and enhance their information technology and educational technology capabilities. By organizing professional training and seminars, etc., we can improve teachers' teaching level and education teaching quality, establish a sound teaching evaluation system, promote diversified teaching methods, open up the sharing of teaching resources, accelerate the sharing of teaching resources in the blended course teaching mode, and promote the sharing and interconnection of course construction and teaching resources. In this way, we drive students' innovation consciousness and practical ability, and guide them to participate more in practical activities, such as science and technology innovation competitions and enterprise practice, so as to improve their practical ability and innovation ability.

With the accelerated process of globalization, higher education is facing the challenges and opportunities of internationalization. Actively promoting the internationalization of education and teaching, establishing an education and teaching system that adapts to internationalization, expanding international exchange and cooperation, and improving the international influence and competitiveness of education and teaching are the new challenges of education work nowadays. The reform of blended course teaching mode integrating the concept of double-creation education needs to be explored and innovated in several aspects to promote the internationalization of education and teaching, and contribute to the cultivation of high-quality talents with innovation and practical ability.

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