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Research on the Current Situation and Promotion Strategies of Workshop Based Hybrid Training

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Abstract: With the development of information technology, teacher training based on workshop has become a new mode of teacher training. What is the current situation of teacher learning in the workshop? This study used teacher workshop in Henan Province under the "National Training Program" as an example. A total of 930 teachers were selected as research objects, and empirical research methods such as questionnaire survey, interview were adopted. From the perspective of Community of Inquiry theory, this paper studies the current situation of teachers' study in workshops.It is found that there are some problems such as low openness of study design, insufficient ability of knowledge application and lack of social presence in teachers' hybrid training.In order to improve the effect of hybrid training, effective strategies and suggestions are put forward to support teachers' learning and development.

Keywords: Hybrid Training, teachers, Promotion Strategies,Community of Inquiry

1. Introduction

Hybrid training mode based on workshop has become an important way to promote teachers' learning and professional development. The Ministry of Education of China issued the "Opinions on Implementing the National Project for Improving the Information Technology Application Ability of Primary and Secondary School Teachers" which explicitly requires the implementation of a hybrid training model combining network training with school-based practice. Thus, under the policy guidance of the Ministry of Education, workshops-based hybrid training has become the leading mode of deepening the reform of teachers' training. However, there are also many problems in the process of online and offline training, such as the need for a good sense of teaching presence to guide students to participate in learning.Can the instructional design and organization of teachers promote dialogue and guid learning among learners?Can teachers apply the knowledge they acquire?Can the interpersonal communication environment created by the network community promote teachers to form a sense of community?All these problems are related to the effectiveness of cooperative learning in hybrid learning.The Community of Inquiry Framework (CoI for short) provides guidance for us on explore these questions.

2. Theoretical Basis

The Community of Inquiry framework (Garrison, Anderson, & Archer, 2000) has been widely adopted in studies of asynchronous blended and online learning (e.g., Akyol & Garrison, 2011; Shea, Li, & Pickett, 2006). It provides a collaborative -constructivist perspective to understanding the dynamics of a blend learning and contains three overlapping presences-social, cognitive and teaching -that were highly interdependent. Garrison believes that the three dimensions play very important roles in shaping deeper levels of collaborative learning in blended learning(Garrison & Anderson, 2003). Researchers can analyze the learning effectiveness of the collaborative learning by using the framework.

3. Research Method

This study uses questionnaire survey to understand the current situation of workshop based hybrid training.Meanwhile, an interview outline was designed to further track some problems that could not be covered by the questionnaire survey, so as to deeply understand the current situation of teaching, cognitive and social presence that affect teachers' participation in the hybrid training.Based on the inquiry community framework, questionnaire adopted five-level scale and is divided into three dimensions, namely social presence, cognitive presence and teaching presence.930 teachers were randomly selected for the actual research.Among them, 897 questionnaires were valid with a validity rate of 98.90%. As a result, 35 teachers were interviewed to further explore what the questionnaire could not cover.

4. Analysis of Research Results

4.1 Teaching Presence

Assessment findings: As for the design of the workshop, 65.96% of participants said The instructor clearly communicated important course topics.56.29% of participants said The instructor provided clear instructions on how to participate in course learning activities.In Facilitation, 62.85% of participants said The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.62.60% of participants said The instructor encouraged course participants to explore new concepts in this course.As for Direct Instruction, 65.17% of the participants said that The instructor helped to focus discussion on relevant issues in a way that helped me to learn. 63.05% of the participants said that The instructor provided feedback that helped me understand my strengths and weaknesses. 64.28% of the participants said The instructor provided feedback in a timely fashion.

The evaluation shows that: the workshop instructor plays a key role in the hybrid training workshop for teachers, and plays a key role in the orderly implementation of the training activities.In the hybrid training of teachers in Henan province, most students felt a strong sense of teaching presence.

4.2 Cognitive Presence

Assessment findings: In terms of knowledge exploration, 73.62% of the participants said that I utilized a variety of information sources to explore problems posed in this course.74.40% of participants said online discussions were valuable in helping me appreciate different perspectives.As for knowledge integration,64.29% of participants said combining new information helped me answer questions raised in course activities. 64.29% of participants said learning activities helped me construct explanations/solutions.In terms of knowledge application, only 58.28% of the participants said they can describe ways to test and apply the knowledge created in this course. 57.53% of the participants indicated they can developed solutions to course problems that can be applied in practice. 53.08% of the participants indicated that they could apply the knowledge created in this course to them work or other non-class related activities.

The result shows that the participates can complete the knowledge exploration and the knowledge integration, but the knowledge transfer and the application ability are relatively weak.

4.3 Social Presence

Assessment findings: In terms of affective expression,72.40% of the students said that getting to know other course participants gave me a sense of belonging in the course. 66.60% of the students said that they were able to form distinct impressions of some course participants. 69.05% of the students said that online or web-based communication is an excellent medium for social interaction. In terms of open communication, 71.17% of the students said that they felt comfortable conversing through the online medium. 71.06% said that they felt comfortable participating in the course discussion, and 65.06% said that they felt comfortable interacting with other course participants. In terms of group cohesion,

55.18% of the participants said that they felt that my point of view was acknowledged by other course participants, and 62.17% said that online discussions help them to develop a sense of collaboration.

The evaluation shows that there is a positive emotional response among teachers in the teacher-training workshop, but a cohesive community culture has not yet been formed.

5. Discussion and Suggestions

5.1 In the design of workshop, strengthen the openness of training project, and increase the flexibility of training under the premise of order.

Professional support needs to be adjusted according to the changes of teachers' needs. Excessive presupposition obviously cannot meet the dynamic and personalized needs of learners.So we need to enhance the openness of hybrid learning. The key to achieve this goal is to take "teacher" as the central element of the training project design.First of all, teachers' needs should be made clear as far as possible, and the overall design of the research and study content should be done according to the needs. The research and study topic should be clear and focused.In addition, it is also necessary to flexibly adjust the research and study activities according to the progress, increase or adjust the activity forms, or provide personalized learning resources and so on.

5.2 Focusing on the needs of teachers' professional practice, advocating problem-solving learning and promoting teachers' knowledge application ability.

The hybrid training based on workshops should fully consider the needs of teachers' professional practice. On the one hand, we should carry out problem-oriented curriculum design and activity design, and carry out thematic research with practical problems, so that the training process can become a process of promoting teachers' knowledge application ability. At the same time, through appropriate design in order to improve teachers' reflective ability, such as designing reflection module that teachers can record their own feelings in the platform. By establishing the relationship between teachers' experience and problems, teachers' ability of problem solving and knowledge application can be improved.

5.3 Strengthen collaborative learning, enhance teachers' emotional experience and build a positive learning community culture

L.S.Shulman believes that real and continuous learning should involve emotional collaboration. This collaboration is not only cognitive and rational, but also contains important emotions and feelings. Teachers are learners with practical knowledge. Hybrid training provides opportunities for teachers to share practical experience with each other, construct an supportive learning community culture, provide an open space for interaction, design cooperative tasks, and construct an incentive environment to promote interpersonal interaction.

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