

Reform of Blended Teaching Mode for Business Administration Courses in Colleges and Universities from the Perspective of Educational Informatization

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Abstract: With the deepening of educational reform, the teaching of business administration courses should be further optimized. Teachers should actively introduce new educational concepts and teaching methods to better arouse students' interest, strengthen their understanding and application of the knowledge they have learned, and improve the effect of education. As a popular teaching auxiliary means at present, the blended teaching mode can greatly enrich the teaching content of business administration courses, broaden the educational path, and greatly promote the more comprehensive development of students. In view of this, this paper will analyze the reform of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization, and put forward some strategies for reference only.

Keywords: Educational informatization; Colleges and universities; Business administration courses; Blended teaching mode; Reform

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1. Connotation and characteristics of blended teaching mode

1.1. Brief introduction to the connotation of blended teaching mode

Analyzed from the perspective of connotation, the blended teaching mode is deeply influenced by constructivist theory, behaviorist theory, and other related theories. It is a teaching model in which teachers carry out educational work by utilizing information technology and Internet technology, involving the full integration and utilization of online resources, while integrating online teaching with classroom teaching^[1]. Under the blended teaching mode, various elements such as micro-lectures, media videos, and classroom teaching are included, which greatly promote the improvement of teaching effectiveness.

Through the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization, teachers can more intuitively and in-depth utilize online and classroom teaching resources, enabling the two to achieve a higher level of complementary advantages and enhance the effect of educational work. Generally speaking, the blended teaching mode includes two aspects: online teaching and classroom teaching. Teachers can analyze students' knowledge reserves, cognitive abilities, etc., so as to select appropriate methods, continuously improve the interest of teaching work, and meet the needs of students of different types and levels.

1.2. Main characteristics

When carrying out the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization, teachers should clarify the main body in educational work, enable students to form stronger initiative in the classroom, and make them deeply participate in the practice process of the blended teaching mode^[2]. During this period, teachers should provide students with more comprehensive help and support, which can significantly enhance students' interest in knowledge exploration, allow them to better integrate online resources with classroom resources, and highlight their guiding role in the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization.

From the perspective of characteristics, the blended teaching mode can be divided into three features: mixed forms, complementary relationships, and no fixed forms. In blended teaching, the teaching forms are divided into online and offline modes, which have the characteristic of mixed forms. This can effectively expand the teaching paths and help students achieve more comprehensive development. In addition, from the perspective of relationships, online teaching and offline teaching can complement each other, enabling students to form a more complete knowledge system. Moreover, the blended teaching mode does not have a fixed form. When carrying out educational work, teachers can select appropriate methods and contents for students according to their actual needs and knowledge reserves. This can make students more free in learning and also realize the reconstruction and optimization of the traditional teaching mode.

2. The value of reforming blended teaching modes for business administration courses in colleges and universities from the perspective of educational informatization

2.1. Enhancing students' core competitiveness

Carrying out the reform of blended teaching modes for college business administration courses from the perspective of educational informatization enables teachers to understand students' shortcomings more comprehensively and deeply. This allows them to expand and innovate their teaching ideas and forms, further developing students' learning abilities and comprehensive qualities. In practice, teachers can introduce more new concepts, ideas, and technologies into the classroom. Through blended teaching, they create a new knowledge exploration environment for students, helping them form a more complete system of business administration knowledge^[3]. This enables students to keep pace with the times and further enhance their core competitiveness.

2.2. Meeting the needs of educational reform

At present, the blended teaching mode has become an important means and method for teachers to carry out teaching reforms. An analysis of current educational work shows that quality-oriented education emphasizes the teacher's leading role in classroom teaching, highlights students' initiative, and encourages them to participate more actively in learning and exploring knowledge in business administration courses. Reforming the blended teaching mode for college business administration courses from the perspective of educational informatization can break the limitations of traditional teaching modes, achieve in-depth expansion of teaching reforms in business administration courses, and help improve students' learning abilities.

2.3. Enriching teaching resources and expanding teaching paths

The reform of blended teaching modes for college business administration courses from the perspective of educational informatization can effectively expand teaching content and enrich teachers' teaching paths, which is of great significance for promoting students' long-term development. In teaching practice, in addition to conducting classroom teaching based on textbooks, teachers can use information technology, big data technology, and other means to introduce high-quality online resources, providing students with more attractive knowledge in business administration courses.

Moreover, digital teaching resources are rich in content, which can effectively meet the needs of students at different levels and of different types, significantly enhance the teaching depth of business administration courses, and lay a solid foundation for improving the quality of education in the future^[4].

3. Problems in the reform of blended teaching mode for business administration courses in colleges and universities from the perspective of educational informatization

3.1. Insufficient information technology capabilities

Currently, when some teachers carry out the reform of the blended teaching mode for business administration courses in colleges and universities from the perspective of educational informatization, the effect of their work is not ideal. Few teachers can achieve effective breakthroughs in teaching content and teaching processes. Through analysis, it can be found that many teachers do not possess the corresponding professional knowledge of information technology. To further improve the effect of the reform of the blended teaching mode for business administration courses in colleges and universities from the perspective of educational informatization, in addition to mastering the knowledge of business administration courses, teachers also need to have certain information technology and concepts^[5]. Only in this way can they better introduce technology into course teaching and provide assistance for students' knowledge exploration. However, many teachers lack corresponding technical support when integrating online resources, resulting in low efficiency when introducing high-quality online resources into the classroom. This will greatly hinder the subsequent reform of the blended teaching mode for business administration courses in colleges and universities from the perspective of educational informatization.

3.2. Heavy teaching tasks

To meet students' personalized learning needs, when carrying out the reform of the blended teaching mode for business administration courses in colleges and universities from the perspective of educational informatization, teachers should ensure the diversification and interestingness of course content. For this reason, teachers need to invest a lot of time in sorting out courseware, collecting resources related to teaching content, and producing higher-quality videos. This is an important task that requires the cooperation of business administration course teachers. However, many teachers have to undertake heavy teaching tasks and administrative tasks when carrying out the reform of the blended teaching mode for business administration courses in colleges and universities from the perspective of educational informatization. This will largely affect teachers' introduction and construction of high-quality teaching resources. In addition, due to the heavy tasks of some teachers, it is difficult for them to persist in investing relevant energy and time for a long time, which will lead to the imperfection of online resource construction.

3.3. Insufficient hardware and software facilities

In promoting the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization, teachers need to use devices such as tablets and mobile phones regardless of the teaching method adopted. However, some schools have limited conditions and problems in related fund allocation, which leads to insufficient construction of some hardware and software equipment. This will greatly hinder the subsequent work and even affect students' learning experience in class. In addition, although there are many online teaching platforms on the market, they have certain deficiencies in function design, making it difficult to fully meet the teaching needs of business administration courses, and there are also certain inconveniences in operation. If schools choose to develop software independently, they need to invest a lot of costs in daily maintenance and resource storage, which will also hinder the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization.

3.4. Outdated teaching concepts

In promoting the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization, some teachers have outdated concepts and fail to introduce some advanced teaching methods and concepts into the classroom, which will greatly affect the subsequent teaching work. At this stage, teachers should innovate and reform teaching contents in combination with the development of the times, introduce more new knowledge into the classroom, and integrate ideological and political knowledge with the teaching of business administration courses. However, in the reform of the blended teaching mode for college business administration courses from the perspective of educational informatization, some teachers do not pay attention to new teaching methods and still adopt the indoctrination method for education. This will greatly hinder the cultivation of students' self-learning habits and have a negative impact on the improvement of students' learning ability.

4. Reform strategies for blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization

4.1. Improve the quality of teachers to ensure teaching quality

To enhance the effect of the reform of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization, schools should pay attention to the teaching staff, as they are also important roles in guiding teaching work. Therefore, in carrying out the reform of the blended teaching mode for business administration courses, we should improve the comprehensive quality of the teaching staff and help them master more comprehensive and solid blended teaching skills, so as to lay a solid foundation for the subsequent reform and optimization of teaching work. For teachers, in addition to conducting more comprehensive analysis and sorting of knowledge related to business administration courses, they also need to develop stronger teaching capabilities by integrating information technology and Internet technology. At the same time, to ensure the effect of the reform of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization, teachers should attach importance to the development and optimization of their own innovative abilities to enhance the application effect of the blended teaching mode. In addition, schools should pay attention to improving teachers' information literacy, set more reasonable and scientific development goals for them, and actively organize them to conduct research in some excellent schools. This helps teachers further improve their cognitive system of the blended teaching mode and enhance the reform effect of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization. In daily management, schools need to create a better teaching environment for teachers and provide them with better hardware resources, enabling teachers to better integrate theoretical knowledge with practice. This is also the foundation and prerequisite for improving the application effect of the blended teaching mode in business administration course teaching.

4.2. Conduct comprehensive pre-class analysis and plan online preview

In promoting the reform of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization, teachers need to conduct in-depth analysis of students' knowledge systems, interests, and hobbies related to business administration courses to ensure the further improvement of online teaching effects. They should actively explore the convergence point between students' needs and teaching work, which can introduce more high-quality teaching resources into the classroom and continuously improve the level of online teaching. In addition, through the reform of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization, students can be exposed to more interesting learning forms, which can invisibly enhance their learning initiative and promote their long-term development in the future. In teaching, teachers should ensure the smooth progress of the online preview session, which requires us to make

corresponding preparations, establish a more scientific and reasonable guidance system, and provide students with a better blended learning environment.

In the process of carrying out the reform of the blended teaching mode of business administration courses in colleges and universities from the perspective of educational informatization, teachers can expand and optimize online teaching resources based on textbook content, introduce digital videos and pictures into the classroom, and upload them to the online teaching platform. In addition, teachers can share some high-quality online resources in the class group, allowing students to gain a certain understanding of the business administration knowledge to be learned based on their own knowledge reserves and cognitive abilities. This can provide more support for students' subsequent learning and help them further improve their knowledge system.

4.3. Offline targeted explanation and improvement of teaching evaluation

In the reform of the mixed teaching mode for business administration courses in colleges and universities from the perspective of educational informatization, teachers should ensure the rationality of evaluation work. This can help students better identify their own knowledge gaps and enable teachers to carry out more targeted teaching reforms in the future. In classroom teaching, teachers should highlight students' dominant position in the class. While enabling them to master course knowledge, teachers should introduce some practical projects and cases to further develop students' thinking and analytical abilities, allowing them to better apply what they have learned to practice and improve the effect of the mixed teaching mode reform for business administration courses in colleges and universities from the perspective of educational informatization.

In the reform of curriculum teaching, teachers should attach importance to the development of students' comprehensive quality and professional spirit, establish a more complete evaluation system, and ensure the diversification of evaluation work. This allows teachers to evaluate students from different angles and levels, ensuring the rationality and scientificity of evaluation, helping students better recognize their knowledge shortcomings and promoting their all-round and healthy development. Under the traditional evaluation mode, the teaching evaluation model is relatively single, mainly consisting of one-sided evaluation from teachers to students. Such an evaluation model makes it difficult for teachers to conduct in-depth examination of students' learning processes, which is not conducive to their all-round development. Therefore, in the reform of the mixed teaching mode for business administration courses in colleges and universities from the perspective of educational informatization, teachers need to optimize and reform the evaluation system to ensure the comprehensiveness of evaluation, enabling students to achieve long-term and all-round development. Specifically, teachers can conduct a comprehensive assessment by combining various factors such as students' classroom performance, attendance records, and completion of learning tasks. At the same time, students should be encouraged to participate in evaluation activities through self-evaluation and mutual evaluation. This not only helps enhance the comprehensiveness of evaluation but also promotes students' self-reflection and mutual learning.

5. Conclusion

To sum up, in order to improve the effect of the mixed teaching mode reform for business administration courses in colleges and universities from the perspective of educational informatization, teachers can start from aspects such as improving the teaching staff to ensure teaching quality, conducting pre-class comprehensive analysis to plan online preview, and carrying out offline targeted explanation to improve teaching evaluation. These measures will invisibly promote the reform level of the mixed teaching mode for business administration courses in colleges and universities from the perspective of educational informatization to a new height.

Disclosure statement

The author declares no conflict of interest.

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