An Analysis of Current Situation of Teachers' Readiness in Private Universities under the Normalization of Blended Learning

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ABSTRACT

Blended learning is the new normal of higher education in the post pandemic era, and the effectiveness of blended learning largely depends on the teachers' preparation in terms of attitude and ability. This paper first constructs a framework for the analysis of the private university teachers' readiness for blended learning, and then designs a questionnaire on the readiness of private university teachers for blended learning. Teachers in three private universities in Xi'an are selected as the research objects. Through the form of a questionnaire survey, this paper analyzes the current status of the readiness of private university teachers for blended learning, the difficulties in their implementing blended learning and the reasons for private university students' "perfunctory online learning" are explored from the perspective of teachers. Finally, the paper proposes strategies to enhance teachers' readiness from perspectives of universities and teachers, in order to provide ideas and guidance for improving the quality of blended learning in private universities.

Keywords: Private universities, Blended learning, Readiness of attitude, Readiness of ability.

1. INTRODUCTION

Blended learning is a teaching reform and innovation that has become the main force in teaching forms in major universities. In the era of "Internet plus", it is becoming the "new normal" of future teaching [1]. In the post pandemic era, blended learning has shown a rapid development, accelerating this process. Blended learning has changed the role of teachers, triggered changes in teaching modes and concepts, and put forward new requirements for teachers. Shi Yuxin et al. believe that teachers are one of the important factors affecting the effectiveness of blended learning[2]. Feng Xiaoying et al. pointed out that the effectiveness of blended learning largely depends on the teachers' readinss in terms of attitude and ability[3]. Therefore, in order to adapt to the needs of the new normal of future education, it is necessary to understand the current situation of teachers' readiness for blended learning, and improve their teaching readiness, which plays a crucial role in the quality of teaching in the post pandemic era.

The author searched on CNKI under the theme of "blended learning readiness" and found only 10 relevant literature, of which only 5 were related to teachers' readiness. Feng Xiaoying et al. conducted a survey on the readiness of primary and secondary school teachers for blended learning, and found that their readiness of attitude and specialized ability for blended learning are still at a relatively low level[1]. Zhang Qianwei et al. mainly conducted a questionnaire survey on teachers in public universities and colleges, pointing out that teachers recognize the benefits of blended learning, but their understanding of blended learning is not deep, and their ability to analyze platform data is poor[4]. Guo Yunbing conducted a survey and analysis on PE teachers' readiness for blended learning in a certain university, and found that the overall readiness was average, and it was in the transition from the consciousness stage to the exploration stage[5]. Chang Wenjing and Su Yuanlian et al. respectively conducted research on the readiness of teachers and students for blended learning at a certain university[6][7].

Based on the literature review above, the author found that there are few studies on teachers' readiness for blended learning, and the research object of teachers in private colleges and universities is scarce. As a frontline teacher in a private university, the author has found that there are many students skipping classes in blended learning, and teachers blindly follow the trend to carry out blended learning. It is necessary to conduct a thorough analysis of these problems from the perspective of teachers' readiness and explore solutions to help private universities smoothly adapt to the normalization of blended learning in the post pandemic era.

2. A FRAMEWORK FOR ANALZING TEACHERS' READINESS IN BLENDED LEARNING

At present, there is no unified framework for analyzing teachers' readiness. Feng Xiaoying et al. believe that teachers' blended teaching readiness is divided into attitude readiness and ability readiness. The former refers to whether teachers can correctly view blended learning and whether they are willing to accept and adopt it. The latter refers to whether the teacher has the essential abilities to carry out blended teaching[1]. They believe that perceived usefulness, perceived ease of use, compatibility and self-efficacy are key factors affecting individual attitudes. Therefore, these four factors are taken as the secondary dimensions of attitude readiness. Feng Xiaoying et al. Also constructed a secondary dimension of teachers' readiness of ability for blended learning, including teaching concept, ability to collaborate, to self-develop, to implement and Pedagogical Content Knowledge in blended learning.

The research of Feng Xiaoying and others mainly focuses on teachers' own preparation, which belongs to internal factors. Moreover, research on attitude readiness mainly draws on relevant scales of technology acceptance in the past, so the analysis is not comprehensive enough. The research by Zhang Qianwei and others focuses on the preparation of the external environment to support teachers in implementing blended learning, including facilities, technology, social and financial support. They attribute perceived usefulness, perceived ease of use, and self-efficacy to psychological dimensions. In addition, based on the study of teachers' emotional acceptance of blended learning, two dimensions of cognition and responsibility have been added. They believe that the readiness of teachers for blended learning refers to their ability and willingness demonstrated by teachers in blended learning, including six dimensions: cognition, responsibility, psychology, technology, teaching, and environment. In terms of teaching dimensions, emphasis is placed on teaching methods, evaluation, and management abilities, with more emphasis on the general ability to implement teaching reforms. However, there is a lack of sufficient attention to TPACK (Technological Pedagogical Content Knowledge), the specialized ability required for blended learning.

Based on the framework proposed by professors Feng Xiaoying and Zhang Qianwei, combined with the characteristics of private universities, the author constructs a framework for analyzing private university teachers' readiness in blended learning (as shown in "Table 1"), which includes two primary dimensions and six secondary dimensions. The author believes that teachers' cognition, sense of responsibility, psychological response and adaptability to blended learning are the prerequisite and motivation for the effective implementation of blended learning. Teachers' ability to implement blended learning, TPACK ability and technical ability is the internal guarantee for effective implementation of blended teaching, while the support of facilities and funding policies is the external guarantee for effective implementation, which is classified as institutional readiness and will not be discussed here.

Table 1. A framework of private university teachers' readiness in blended learning

Primary dimension	Secondary dimension
Readiness of attitude	Cognition
	Responsibility
	Psychology
Readiness of ability	TPACK ability
	Ability to implement
	Technical ability

3. RESEARCH DESIGN

3.1 Research Objectives and Research Questions

The purpose of this study is to understand the current status of private university teachers' readiness for blended learning, analyze the reasons for students' "perfunctory online learning" at the teacher level, and provide suggestions for improving the quality of blended learning in private universities. The research questions include the following:

- (1) What is the current situation of readiness for blended learning among teachers in private universities?

- (2) What are the difficulties encountered by teachers in private universities in implementing blended learning?

- (3) From the perspective of teachers, what are the reasons for students "perfunctory online learning" in private universities?

3.2 Research Instruments

Based on the constructed framework for analyzing teachers' readiness for blended learning in private universities, this study developed a questionnaire on private university teachers' readiness for blended learning with reference to existing tools such as the relevant scales of domestic and foreign scholars on acceptance, the blended learning assessment scale, and the TPACK questionnaire. The questionnaire contains four parts with 44 items. The first part is basic information of teachers (question 1-6), including gender, age, teaching experience, title, field of study, and years of implementing blended learning; the second part is attitudinal readiness (question 7-23), including cognition, responsibility, and psychology; and the third part is ability readiness (24-42 questions), including TPACK ability, ability to implement blended learning, and technical ability. The question items in both parts two and three were on a five-point Likert scale, with scores of 1-5 indicating increasing degree of conformity. 1 indicates strongly disagree, 2 indicates disagree, 3 indicates average, 4 indicates agree, and 5 indicates strongly agree. The fourth section consisted of two multiple-choice questions about the difficulties teachers encountered in preparing for or conducting blended learning and the reasons teachers perceived that students skipped their online classes. The data obtained from the questionnaire were analyzed using SPSS software for descriptive statistics and correlation analysis.

3.3 Research Subject

The author distributed electronic questionnaires to the teachers of three private universities in Xi'an in a randomized manner, and 104 copies were recovered, excluding the questionnaires that took less than 100 seconds to fill in, and there were 98 valid questionnaires, with a valid questionnaire rate of 94.2%. The basic information of the respondents is shown in "Table 2".

Table 2. Basic information of respondents (N=98)

Basic information		Number	Percentage	Basic information		Number	Percentage
Gender	Male	18	18	Age	Below 30	10	10
	Female	80	82		31-40 years old	27	28
Title	Professor	5	5		41-50 years old	51	52
	Associate professor	37	38		Over 50 years old	10	10
	Lecturer	43	44	Field of study	Humanities of social sciences	95	97
	Teaching assistant	12	12		Science	0	0
	Other	1	1		Engineering	0	0
Years of teaching experience	Less than 5 years	14	14		Other	3	3
	6-10 years	5	5	Years of implementing blended learning	0 years	6	6
	11-15 years	36	37		1-2 years	18	18
	16-20 years	29	30		3-4 years	40	41
	Over 20 years	14	14		5-6 years	24	25
					Over 7 years	10	10

From "Table 2", it can be seen that the teachers of private universities who participated in this survey are mostly female, accounting for 82%, which also coincides with the survey of field of study. Teachers in the humanities and social sciences fields accounted for 97% of the respondents, which may be related to the fact that the three private universities surveyed are biased towards liberal arts, and it is well known that there tends to be more females engaged in the research of humanities and social sciences fields than males. The main age group of the respondents is concentrated in the age of 40 and above, accounting for about 62%, and the proportion of teachers with more than 10 years of teaching experience reaches 81%, while the proportion of senior and intermediate titles is equal, at 43% and 44%, respectively. This survey result reflects the current characteristics of the faculty structure of private universities, and is also the result of the expansion of graduate school in 2003, when a large number of graduates with master's degree replenished the faculty of private universities, and they became the main force of the faculty of private universities.

The relevant data in "Table 2" also indicate that the duration of implementing blended learning among teachers in private universities is mainly concentrated in 3-4 years, accounting for 41%, which may be due to the impact of the epidemic. In fact, research on blended learning in China showed a rapid development trend in 2015, but according to survey data, only 10% of teachers in private universities have implemented blended learning for more than 7 years. It can be seen that the implementation of blended learning in private universities is mainly driven by external factors,

which may also be related to the learning characteristics of students in private universities.

4. RESEARCH FINDINGS

4.1 Overall Status of Teachers' Readiness for Blended Learning in Private Universities

The results of the data analysis in "Table 3" indicate that the overall readiness of private university teachers is good, and the attitude readiness is more adequate than the ability readiness. On the attitudinal readiness, the responsibility dimension scored the highest (M=4.24), indicating that private university teachers are responsible when implementing blended learning and are able to use online educational resources responsibly, issue task lists to students, help students clarify their online and offline learning tasks, carefully screen learning resources matching students' abilities, and send them to students in time. On the attitudinal readiness scale, the lowest score was on the psychological dimension (M=3.73), especially on perceived ease of use. Only 23.47% of the teachers perceived that the transition from face-to-face teaching to blended teaching was easy, and 37.79% of the teachers believed that they were able to easily overcome the difficulties encountered in the implementation of blended learning. This indicates that most of the teachers in private universities have a relatively high degree of recognition of blended learning, but it is clear that they do not find it easy to shift from traditional face-to-face teaching to blended learning and encounter many insurmountable difficulties.

Table 3. Means and standard deviations of teachers' readiness for blended learning in Universities (N=98)

Primary dimension	Secondary dimension	Mean	Standard deviation
Readiness of attitude	Cognition	3.90	0.61
	Responsibility	4.24	0.81
	Psychology	3.73	0.74
	Overall attitudinal readiness	3.95	0.64
Readiness of ability	TPACK	3.94	0.88
	Ability to implement blended learning	3.90	0.86
	Technical ability	3.84	0.83
	Overall ability readiness	3.89	0.81
Overall readiness		3.92	0.69

In terms of ability readiness, both TPACK ability and the ability to implement blended learning were relatively high (M≥3.90), with the lowest score being technical ability (M=3.84).

Through further data analysis, the author found that 60.2% of the teachers were able to record and edit video and audio materials, and the rest of the respondents' ability in this area was still relatively lacking. 63.27% of the teachers thought that the training in information teaching organized by universities can help them solve the obstacles in technological application. This indicates that most private university teachers believe they are able to use information technology to characterize teaching content, integrate online and offline teaching content, conduct blended teaching design, and understand students' performance through learning platform data, but teachers still need more help in the technical aspect to further explore the deep integration of technology and subject teaching.

The author conducted a correlation analysis between the basic information of teachers and each of the secondary dimensions of teacher readiness, and found that only the number of years of implementing blended learning had a correlation with teacher readiness, as shown in "Table 4".

Table 4. Correlation analysis of years of blended learning and teachers' readiness in private universities

		Years of implementing blended learning
Cognitive	Correlation coefficient	0.181
	p	0.075
Responsibility	Correlation coefficient	0.196
	p	0.053
Psychology	Correlation coefficient	0.257*
	p	0.011
TPACK	Correlation coefficient	0.281**
	p	0.005
Ability to implement blended learning	Correlation coefficient	0.209*
	p	0.039
Technical ability	Correlation coefficient	0.191
	p	0.06
Overall readiness	Correlation coefficient	0.250*
	p	0.013

a   *$p<0.05$ **$p<0.01$

As can be seen from "Table 4", the value of the correlation coefficient between the number of years of implementation of blended learning and the overall readiness of teachers in private universities is 0.250, with a significant p-value at the 0.05 level, indicating a significant positive correlation between the years of implementation of blended learning and overall readiness, that is, the longer the implementation period, the higher the teacher's readiness. The duration of implementing blended learning by teachers shows a significance level of 0.05 with their psychological preparation and ability to implement blended learning, and a significance level of 0.01 with their TPACK ability. This indicates that the longer the duration of implementing blended learning by teachers in private universities, the higher their recognition of blended learning, the more confident they are in carrying out blended learning, the stronger their ability to integrate online and offline teaching resources, the more proficient they are in using teaching platforms, and the stronger their ability to design blended learning.

4.2 An Analysis of Difficulties Faced by Teachers in Private Universities in Preparing or Conducting Blended Learning

The author conducted further analysis on the difficulties encountered by teachers in private universities in preparing or implementing blended learning, and the specific results are shown in "Table 5".

Table 5. Difficulties encountered by teachers in private universities in preparing or implementing blended learning

Type	Teaching design	Online resource establishment	Recognition of lesson hours	Scientific research and other workload	Technology	Data analysis	Teaching tasks	Other
Number	49	82	57	63	51	26	44	1
Percentage	50%	83.7%	58.2%	64.3%	52%	26.5%	44.9%	1.02%

From the statistics in "Table 5", 83.7% of teachers in private university think that the establishment of online resources is time-consuming and labor-intensive when preparing or conducting blended teaching. 64.3% of them think that their research and other workloads are too heavy, and they do not have enough time to devote to blended learning. From these two options with the highest percentage, it can be seen that the biggest difficulty encountered by teachers in private universities is related to workload. There are three reasons for this problem: firstly, compared with public universities, the teacher-student ratio of private universities is seriously not up to the standard, and the number of teachers is insufficient, resulting in an excessive workload per capita, and the teachers don't have enough energy to devote to blended learning. Secondly, under the influence of the "Internet plus" era, in response to the call of the Ministry of Education for the "Double Ten Thousand Plan" of first-class undergraduate courses in 2019, private universities have invested a great deal of energy in building high-quality online courses in recent years, striving to be approved as provincial and national online first-class courses, online and offline first-class blended courses, etc. However, a high-quality online course does not rely on one's own strength, nor can it be achieved overnight, and it requires the cooperation of the course team and meticulous craftsmanship, which makes it a heavy task, a large amount of work, and a long period of time. Thirdly, taking the private university where the author has been working as an example, in recent years, the faculty management of private universities has borrowed some of the practices of public universities, reformed the quantitative indicators of scientific research tasks, and increased the assessment of teachers' scientific research tasks. This may be the reason why teachers in private universities regard heavy workload as the biggest difficulty in the implementation of blended learning.

As can also be seen in "Table 5", the third highest ranked difficulty was related to recognition of class hours. The data in Table 5 shows that 58.2% of teachers believe that online teaching is not included in the statistics of class hours and that there is a lack of economic incentive to implement blended learning. This suggests that in the post-epidemic era, private universities only count and recognize teachers' workload in carrying out offline teaching. Teachers implementing blended learning must require students to use their spare time to complete online tasks. Such a practice makes teachers lack the motivation to implement blended learning, as their work has not received economic recognition. For students, the increased volume of learning tasks, and often multiple courses are implemented blended teaching. Students with low learning efficiency and poor time planning skills simply do not have enough time to complete numerous online learning tasks with quality and quantity assurance. Given the poor autonomy and self-discipline of students in private universities, to some extent, this can also have a negative impact on the teacher-student relationship.

Next to these three major difficulties were problems with technology, teaching design, and teaching tasks. The data in Table 5 shows that 52% of the teachers found difficulties in video recording and editing, which is also consistent with the results of the analysis in "Table 3". The lowest score on ability readiness for private university teachers is technical readiness. It can be seen that in order to ensure the smooth implementation of blended learning in private universities, the relevant departments of the universities need to give teachers more support at the technical level. 50% of the teachers thought that there were difficulties in teaching design and they did not know how to organically integrate online learning resources with the offline classroom. This indicates that half of the teachers do not know how to re-present the teaching content and reorganize the classroom teaching process with the help of information technology when implementing blended learning, and they may just move the content of the offline classroom to the online classroom for repetition. 44.9% of the teachers think that their teaching tasks are too heavy, and it is difficult for them to

supervise the online learning of the classes they teach, which further indicates that the teacher-student ratio in private universities is seriously over the standard, and one teacher is responsible for too many classes, which makes it difficult to ensure the quality of blended learning.

4.3 An Analysis of the Reasons for Students' Perfunctory Online Learning in Private Universities

Based on the analysis, the top reason is attributed to the school management level, i.e., 87.8% of the teachers believe that students have a heavy task, and all subjects have on-line learning tasks, and students have to learn them roughly or skip them in order to complete the tasks. In response to the call of the Ministry of Education for the "Double Ten Thousand Plan", most private universities are vigorously carrying out online course construction, which requires that all courses must have online teaching resources, and all courses must be "blended". In order to increase the probability of successful application, online teaching data is accumulated in the early stage. In order to complete the task in a short period of time, poor online courses are constantly emerging. Then, the relevant departments of universities overly focused on data accumulation and do not strictly control the quality, resulting in teachers being busy building courses and directly throwing unpolished poor quality courses to students in pursuit of data. More than half of the courses offered each semester are "blended", and students are required to complete 4-6 online and offline learning tasks each semester, forcing them to learn courses roughly or skip classes to complete the tasks.

Secondly, there are reasons at the student level. 77.6% of teachers believe that students cannot plan their time reasonably and do not study according to the course schedule. At the end of the semester, in order to obtain their usual grades, they can only frantically skip classes. 72.5% of teachers believe that students in private universities have poor self-discipline and insufficient monitoring of online learning, which leads to students skipping classes. 41.8% of teachers believe that students are not interested in learning content, so they need perfunctory online learning. Finally, there are also reasons related to courses. 56.1% of teachers believe that online courses have too many tasks and the video content is too long. 30.6% of teachers believe that the reason of students' perfunctory online learning is that the online learning content

overlaps with the offline course content. 24.5% of teachers believe that the quality of online courses is too poor and the explanation is boring, so students choose to skip classes. 14.3% of teachers believe that online courses are too difficult and students cannot understand. This is only an exploration of the reasons of students' perfunctory online learning from the perspective of teachers, and of course, further analysis is needed at the student level.

5. STRATEGIES AND SUGGESTIONS FOR IMPROVEMENT

Based on the above data analysis, the author found that the overall readiness of teachers in private universities is good, and there is a positive correlation between the years of implementing blended learning and overall readiness. Therefore, in the context of normalized blended learning, teachers should be encouraged to implement blended learning, refine and improve their ability to design and implement blended learning through repeated teaching practices, and build high-quality "blended courses". At the same time, it has been found that although most teachers have a high recognition of blended learning, they still encounter many difficulties in the process of transitioning from traditional face-to-face teaching to blended learning. In order to help teachers in private universities improve their preparation for blended learning, the author will provide some suggestions from the perspective of universities and teachers themselves.

5.1 At the University Level

5.1.1 Expanding the Teaching Staff, Improving the Evaluation Mechanism, and Enhancing the Initiative of Blended Learning

Firstly, universities should expand the construction of the teaching staff, reduce the workload of full-time teachers, so that they can return to the classroom and the main battlefield of teaching, and have more time and energy to invest in the construction of "blended courses". It is gratifying to learn that in the past two years, many private universities, faced with the needs of audit and evaluation as well as connotative development, have been expanding their faculty by introducing outstanding domestic and foreign master and doctoral graduates and subject leaders. Relevant departments of the school need to increase

comprehensive training for new teachers on blended learning design.

Secondly, universities should improve the evaluation mechanism to enhance teachers' motivation to implement blended learning. Building high-quality online and offline blended courses requires teachers to invest a great deal of time and energy. If universities fail to reflect the inclination in the recognition of class hours, it will greatly reduce teachers' motivation. Wei Hailing et al. also pointed out that the school support has a significant impact on enhancing teachers' teaching mobility[8]. Furthermore, universities should implement a multiple assessment mechanism to support the reform of blended learning. Private universities should be clear about their own schooling orientation, and they should not completely follow the schooling model of public institutions to increase the assessment of teachers' scientific research tasks, so as to improve universities' reputation. Instead, they should adopt a classification assessment model, set up two different assessment systems for scientific research and teaching, so that teachers can give full play to their own strengths and expertise, rather than being held hostage by a unified assessment system. In order to meet the standards of the assessment, to achieve the economic interests, they put more energy into scientific research, so there is no time for the implementation of the teaching reform. Teachers' love for teaching should be the source of motivation. Universities should take the iterative development of practice - reflection - learning - re-practice as the basic link, and promote the two-way development of teaching and research[9].

5.1.2 Strengthening Technical Support, Strictly Control Quality, and Focusing on Building a Brand Blended Courses

Universities should provide technical support for teachers, conduct regular training to improve the information literacy of the teaching team, and have specialized technical consultants to help teachers solve technical difficulties in a timely manner. Universities should create blended learning workshops, invite relevant experts or subject leaders into schools to hold seminars, build teacher learning communities, share blended learning resources. Through case sharing, experience exchange, problem exploration, etc., a regular discussion mechanism will be formed to solve problems so that teachers can quickly find ideas and solutions to problems when they encounter

difficulties in the transition from face-to-face teaching to blended learning. Teachers' perception and usability of blended learning will be improved.

5.2 At Teacher Level

5.2.1 Enhancing the Theoretical Learning of Blended Learning and Changing Teaching Concepts

Teachers should strengthen their theoretical learning of blended learning, recognizing that blended learning is not simply a combination of online and offline teaching, nor is it simply the transfer of offline teaching content to online. It is a reconstruction of teaching content and teaching processes, an organic combination of teaching content, teaching resources, teaching strategies, teaching activities, and teaching evaluation elements [10]. Through the study of blended learning theory, teachers should change their teaching philosophy. Blended learning is neither "teacher centered" nor "student-centered", but should fully play the leading role of teachers and highlight the subject position of students in the learning process, that is, "combining leading and subject". When teachers understand the underlying teaching theory that supports blended learning - constructivist theory, it, to some extent, also reduces the output of poor blended courses, because the core of constructivist theory is learners' autonomous construction, which requires learners to have a high degree of learning initiative and enthusiasm[11]. How to mobilize this initiative and enthusiasm is the key and difficult point of blended learning design. Clarifying this key and difficult point can help teachers avoid some low-level errors, such as teaching design that simply combines online and offline material. Breaking through this key difficulty is not only to give full play to the leading role of teachers and demonstrate the main role of students, but also to highlight and innovate in teaching design. Obviously, this undoubtedly improves the quality of courses, and the probability of students skipping classes will inevitably decrease.

5.2.2 Clarifying the Essence of Integrating Information Technology and Curriculum, and Enhancing the Ability of Information-based Teaching Design

It is easy to see that the technical readiness of teachers in private universities is relatively low, however, carrying out technical training is not an

important and fundamental way to improve teachers' readiness, because information technology is not only melted into the curriculum as a tool, but it is also necessary to use information technology to create a kind of ideal teaching and learning environment in order to realize a new learning model that can support independent exploration, collaborative learning, resource sharing and other requirements, so that students' initiative and enthusiasm are fully mobilized. The teaching structure of the classroom undergoes a fundamental change, and the cultivation of students' innovative spirit and practical ability is put into practice [11].

Therefore, teachers need to clarify that the essence of integrating information technology with curriculum is to change the traditional teacher-centered teaching structure and construct a new type of "leading-subject combination" teaching structure. By clarifying this essence, it also changes teachers' excessive reliance on technology in blended learning and returns to the core of teaching. Teachers should change the teaching structure from the teaching design. Teaching design is the prerequisite and foundation for teachers to effectively apply information technology. The process of completing teaching design is attempting to apply new technologies to subject teaching contexts. From this, it can be seen that enhancing teachers' ability in information technology teaching design is the key.

Teachers' information-based teaching design is actually the "Internet plus" teaching design based on teaching reconstruction, including the reconstruction of teaching content, teaching strategies, teaching materials and learning evaluation. Teachers need to redesign the teaching content to effectively reconstruct knowledge with the goal of developing students' knowledge, thinking, and abilities, making students enjoy learning and willing to learn. This is a great challenge for teachers in private universities, as students in private universities have poor self-discipline and weak motivation for self-directed learning. The core of solving this problem is to develop teachers' TPACK level and achieve effective integration of information technology and subject teaching. The learning characteristics and thinking features of students in private universities should be taken into account in the teaching design, and their advantages should be brought into play through the presentation of multimodal teaching resources, problem-driven, task-oriented and cooperative inquiry modes to stimulate their

potentials and return the leading power of learning to the students.

In addition, teachers should be able to analyze students' learning trajectories, learning behaviors and learning abilities with the help of online learning platform data, and give timely feedback and guidance, so that online and offline learning can become an organic whole instead of "two skins". Teachers should improve their data thinking, be good at using big data to grasp the online learning situation of students, adjust the teaching plan in time to meet the diverse and differentiated learning needs of students, and cultivate students' personalized learning ability. When the online and offline learning content is closely linked and complementary, accurate diagnosis and timely feedback is made through the platform data, this also reduces the phenomenon of students skipping classes due to not following the progress of learning and insufficient supervision.

6. CONCLUSION

On the basis of previous studies, this paper constructs a framework for analyzing the readiness of teachers for blended learning in private universities, combining the characteristics of private universities. A survey questionnaire on the readiness of private university teachers for blended learning has been developed. Through the questionnaire, it was found that the number of years of implementing blended learning had a positive correlation with teachers' overall readiness, psychological readiness, readiness for blended learning implementation ability and readiness for TPACK ability. Teachers' overall readiness for blended teaching in private universities is good, with more sufficient preparation in attitude than in ability. However, teachers' perceived ease of use and technical ability are relatively low. Difficulties encountered by private university teachers in implementing blended instruction were mainly workload, class hour recognition, and technology issues. From the teachers' level, the main reasons for private university students to skip their classes are the large number of online learning subjects, not following the schedule, poor self-control and insufficient supervision.

In response to these difficulties and problems, the author proposes suggestions from both the school and teacher levels. Schools should expand the teaching staff, reduce the workload of teachers, improve the evaluation mechanism, and enhance the initiative of teachers to implement blended

learning. Universities strengthen technical support, build a teacher learning community, and improve teachers' perception and usability of blended learning. Universities plan the curriculum construction comprehensively, optimize resource allocation, strictly control quality, focus on creating high-quality and distinctive blended online and offline courses, reduce students' online learning tasks, and lower the probability of being forced to skip classes. Teachers themselves should strengthen their theoretical learning of blended learning, transform their teaching philosophy, clarify and break through the key and difficult points of blended learning design, construct a new teaching structure of "leading subject combination", enhance their ability in information-based teaching design, achieve deep integration of information technology and subject teaching, in order to improve the readiness of teachers in private universities for blended learning.

ACKNOWLEDGMENTS

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