



Introduction

Education Informatization has become one of the important signs of education modernization worldwide. Based on this, blended learning, an organic combination of online teaching and offline learning, is bound to be a mainstream teaching mode in the "Internet+" era. This paper studies student engagement in blended learning practice, explores relevant measures to effectively improve student engagement, and provides a reference for subsequent sustained blended learning practice.

Results

1. Low Cooperative Learning among Students

15.91% of students did not regard classmates as learning partners. This reflects that although students can complete the learning tasks, they are less engaged in cooperative learning.

2. Weak Interaction Between Students and Teachers

Nearly 30% had negative attitudes toward blended learning enhancing student-teacher interaction. This is a common problem.

3. Limited Ability to Expand Knowledge

11.36% are still unable to combine what they have learned with reality and apply it. So improving students' ability to expand their knowledge is a difficult part of the blended learning practice.

4. Slightly Less Emotional Engagement

45% of students are affected by their peers' burnout on blended learning.

Questionnaire Design

Table 1 Student Engagement Indicators

Indicators		Details
Behavioral Engagement	Active Learning	Actively seek learning resources; Summarize the knowledge learned
	Hardworking and focused	Overcome difficulties; Complete learning tasks on time; Maintain concentration
	Teacher-student interaction	Treat teachers and classmates as study partners; Turn to them for help and answers when encountering problems
Cognitive Engagement	Process Management	Arrange study time reasonably; Have study plan and goals
	Mastery consolidation	Master the knowledge learned; Consolidate the knowledge structure
	Knowledge Expansion	Apply the knowledge learned to practical problem solving
Emotional Engagement	Love	Love blended learning
	Burnout	Affected by peers' burnout on blended learning
	Identify with	Can quickly adapt to blended learning; Blended learning is conducive to motivating learning, can improve learning efficiency, and can bring a sense of accomplishment

Suggestions

1. Strengthen the Blended Instructional Design to Enhance Collaboration and Student-Teacher Interaction

The design is shown in Figure 1.

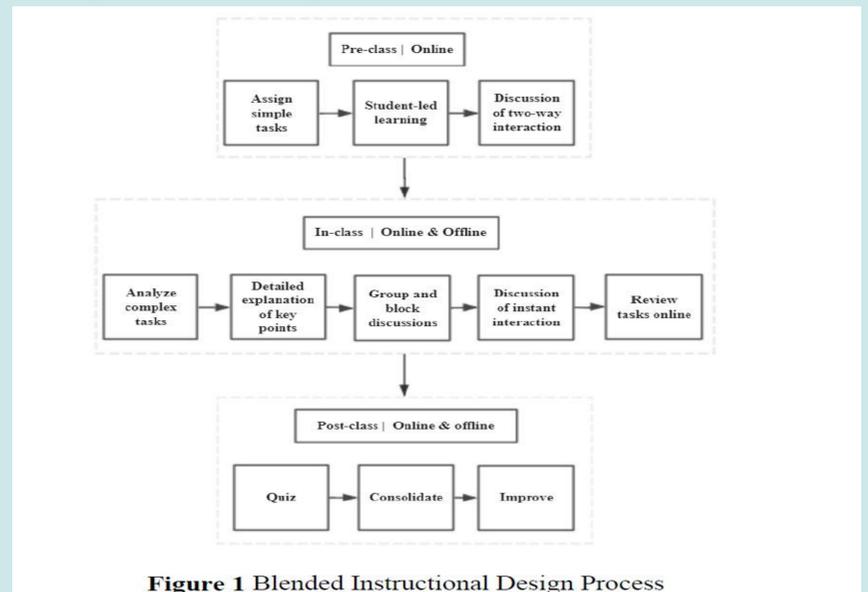


Figure 1 Blended Instructional Design Process

2. Utilize High-Quality Resources and Develop Learning Platforms to Enhance Knowledge Expansion Capabilities

- Colleges and universities promote blended learning practice.
- Teachers effectively carry out blended learning practice.
- Students cooperate with teachers in the blended learning reform.

3. Establish a Good Learning Attitude to Improve Emotional Engagement

Conclusions

- ✓ the overall level of student engagement in blended learning practice is relatively high, with behavioral engagement, cognitive engagement and emotional engagement reaching more than 60%;
- ✓ Colleges and universities actively promote blended learning reform, encourage teachers to carry out blended learning practice, and provide high-quality resources;
- ✓ Teachers work scientifically in line with talent training objectives, design and improve effective teaching process, strengthen interaction with students;
- ✓ Students must improve their knowledge and innovation level to meet the requirements of the new era.

- We conducted a questionnaire survey on student engagement in the blended teaching practice of marketing courses in Dalian University. The above is the indicators design of student engagement.
- From the overall analysis of the data, 13.81% of students had the highest level of student engagement, 48.99% had a high level, 20.91% had a medium level, 11.48% had a low level, and 4.81% had the lowest level.
- Students' cognitive engagement was the highest overall at 64.78%, behavioral engagement at 62.81%, and emotional engagement at 60.80%.