

Study on the effectiveness of online and offline hybrid teaching

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Abstract

In the post-epidemic era, in order to meet the learning needs of students at different stages, it is crucial to build a student-centered, teacher-led online and offline hybrid teaching system. Therefore, on the basis of understanding the content of online and offline hybrid teaching, this paper proposes effective online and offline hybrid teaching scheme according to the requirements of practical education, so as to improve the teaching efficiency of practical classroom.

Keywords

Online and offline; Mixed teaching; Effectiveness; The quality of the classroom.

1. Introduction

In the wake of the global outbreak of COVID-19, the large-scale implementation of online education not only meets the needs of educational innovation, but also provides a new direction for the development of modern education. By analyzing the accumulated experience of online and offline blended teaching in recent years, it is found that both online and offline have unique teaching advantages, which can not only mobilize students' self-learning consciousness, but also change the traditional teaching role and learning mode. Therefore, this paper mainly studies the effectiveness of online and offline hybrid teaching.

2. Mixed online and offline teaching content

The hybrid teaching mode is constructed based on network information technology, and the textbook knowledge is uploaded to the network, so that students can use online videos and materials to learn before and after class, and teachers can integrate students' learning situation and the online teaching courseware expected to be set together for teaching guidance during the classroom guidance. This approach can not only improve students' autonomy in learning, but also improve the classroom teaching effect, get rid of the limitations of traditional teaching concepts, and gradually cultivate students' ability of independent learning and inquiry [1]. The overall teaching content is shown in Table 1, specifically involving the following contents:

Table 1 Composition of online and offline blended teaching

Preview before class The online platform	Lesson to learn Offline class	Review after class The online platform
-- Teachers release learning materials and tasks on the network platform, and timely remind students to follow up the course	-- Students will conduct the first stage of self-study by watching videos on the online platform and under the guidance of learning tasks	-- Teachers check students' self-study in class, guide students' thinking direction and improve their learning ability
-- Students make individual or group presentations, discuss problems and share achievements in class	-- Teachers release after-class practice huo on online platforms	-- Students can choose and complete tasks according to their interests on the network platform, so as to put what they learn into practice

First, before class. Before the formal class, teachers will upload the teaching materials prepared in advance to the teaching platform, and design open questions for students to consult and answer, in order to ensure that students have a general understanding of the knowledge learned before the formal class, in the formal class can follow the teacher's ideas to analyze and discuss; Second, in class. After returning to class, we should make a clear teaching plan based on the preview of students' platform and the teaching content of textbooks. We should not only discuss and consolidate with students in online teaching, but also focus on explaining the parts that are difficult for students to understand, and then check the learning effect of students with chapter training questions. Third, after class. Get rid of the traditional single course evaluation model, pay more attention to the analysis of students in different stages of learning, pay attention to design specific teaching questions, guide students to continue to consolidate learning classroom knowledge; Finally, assessment. The overall score of the course is divided into two parts. On the one hand, it refers to the usual score and on the other hand, it refers to the exam score. The specific composition proportion and weight value are shown in the table below:

Table 2 Composition proportion of Daily Scores (%)

Course video	The courseware	exercise s	homework	The experiment	discus s	attendanc e	The online test
10	5	10	15	20	15	10	15

3. Continuously optimize course quality assurance

Ensuring the integrity of teaching content is the basic element of integrated learning. However, an investigation into the current online and offline hybrid teaching forms shows that some online teaching platforms do not put forward a closely connected curriculum system, the teaching objectives of online and offline are not clear, and online teaching and offline discussion are disconnected. These problems will restrict the hybrid teaching advantages, will restrain students' thinking, so colleges and universities to optimize curriculum on the basis of quality certification, start from the following guarantee the integrity of the teaching content: first, to actively organize curriculum experts certification analysis was carried out on the online and offline course, can only be carried out only in conformity with the quality standards for curriculum related activities; Second, colleges and universities should combine blended teaching mode to accumulate experience and learning skills for skill training, so as to

ensure that each teacher can clearly define the teaching content and responsibilities of online and offline courses. Third, the teacher must in achieving expected goal setting, on the basis of the use of fragmented time prepares a lesson, really understand the course text and degree of knowledge points, teaching knowledge, repeatability, fully mobilize students' learning interest, lets the student participate in online and offline activities independently, improve the timely guidance.

4. Build a new effective teaching model

After the combination of online and offline teaching mode is put forward, college education has gradually changed from open online courses to restricted online courses, which is the current proposed S P O C. Combined with practical education, most colleges and universities will S P and M O O C O C (desire) fusion together, although you can build more professional, more efficient for students learning pattern, but this kind of design can not meet their aptitude education goal, so according to the courses and school condition to the difficulty of the implementation of teaching, This can not only help students to conduct deeper learning guidance, but also improve their independent learning level and fully mobilize their learning interest [2]. At present, a variety of new concepts appear in the field of online education. Although there are some differences in their ideology and technical methods, they are all online learning platforms based on network technology in essence. Therefore, based on the online teaching mode, to construct the new vertical hybrid teaching concept to reasonable use of modern technology, fully grasp the teaching characteristics of the static and dynamic individual demands, according to the theory of professional course design of three modules, the first is refers to the network video teaching, the second refers to offline class discussion, finally is refers to the social practice after class. Let theoretical knowledge and professional practice be fully integrated, rational use of community resources and red resources, help students in the overall development, gradually equipped with the ability to enter the society quality.

5. Continue to optimize the online education platform environment

Online environment refers to the teaching software system used in practical teaching, which can not only break through the limitation of time and space, but also fully integrate offline classroom to improve the efficiency of practical teaching. According to the survey on the use of online teaching platforms in colleges and universities in recent years, there are many types of online and offline hybrid teaching software systems, but the overall satisfaction is not high, because the platform environment is uneven [3]. Therefore, in order to improve the effectiveness of online and offline hybrid teaching, colleges and universities should continue to optimize the online education platform environment. On the one hand, they should pay attention to the differences between professional courses and teachers, and continue to conduct market research before development and design. On the other hand, experts should be employed to demonstrate the application value of network teaching software and social enterprise personnel should be invited to provide suggestions for curriculum design.

6. Conclusion

Above all, to fully mix of online and offline two kinds of teaching ways unique advantages, according to students' learning features and teaching knowledge teaching system design, elaborate design teaching activities at each stage, find topics of common interest, students can not only fully arouse the interest of their autonomous learning, can also enrich the practice teaching classroom. Therefore, teaching work at all stages should correctly understand the

effectiveness of online and offline hybrid teaching and actively apply advanced teaching technology. Only in this way can the teaching quality in the post-epidemic era be continuously optimized.

Reference

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