

Research on Online and Offline "Mixed" Teaching Mode in Higher Vocational College

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Abstract

With the emergence of online education platforms on the Internet, higher vocational colleges have also begun to reform and innovate the original single "teaching" education content and teaching mode in the teaching process of different professional courses. Teaching models such as MOOC, micro-classes, flipped classrooms, and SPOC online small-scale teaching have been introduced into the education of professional theoretical knowledge and course practice content, accelerating the teaching context, teaching content and teaching of online and offline courses Integration and innovation of methods and interactive communication, planning and designing the teaching links of professional courses. This article combines the online and network teaching model with classroom "teaching" education to increase the interaction between teachers and students and strengthen the question answering to improve the efficiency and quality of classroom teaching.

Keywords

Vocational colleges; Online and offline; Hybrid; Teaching mode.

1. Foreword

The online and offline "hybrid" online course teaching mode is a hot new professional course teaching method in recent years. This teaching mode breaks the limitations of time, space and teaching facilities, and allows students to study before class, in the class and after class, afterwards, freely to develop independent learning and design around students' diversified and individual needs, which can ensure the synchronization of students' professional course learning and teaching progress, and realize the complementarity of online and offline course teaching. At present, for the "mixed" teaching in higher vocational colleges, teachers can choose a variety of extracurricular resources and online teaching methods to organize and design online classroom knowledge and teaching processes to stimulate students' learning enthusiasm and independent exploration and practical ability to complete the objectives of the specified professional curriculum teaching and the learning tasks.

2. The Main Content of the Mixed Teaching Model and the Direction of Education Reform

With the rapid development of a variety of Internet information technologies, a hybrid education model based on online course teaching has begun to become the dominant course education in higher vocational colleges. According to the requirements of "National Medium and Long-term Education Development and Reform Outline (2010~2020)" and "Ten Year Development Plan for Educational Informatization", different higher vocational colleges introduce network professional teaching equipment, high-quality teacher resources, and rely on a variety of extracurricular teaching material resources, online and offline online teaching for students, MOOC, micro-class, flipped classroom, SPOC online small-scale teaching, etc., are all hybrid teaching modes of professional curriculum education.

The direction of the reform and development of the "hybrid" education and teaching in higher vocational colleges is the inversion or flip of the traditional "teaching" classroom education. The main teaching process is the self-study of students before class-interactive exchanges between teachers and students in the classroom, and answering questions. After class, students interact and discuss and reflect on learning. Normally, teachers only play an auxiliary role in the entire course teaching. For example, in online teaching such as MOOCs, micro-classes, and flipped classrooms, students are the main body of the entire classroom education. First of all, students will conduct independent learning of online course videos before class according to their professional learning situation and internal needs, and the students will have a general knowledge and understanding of the content of this lesson. After that, for the classroom teaching of different professional theoretical knowledge points and practical content, teachers only play the role of inspiration, guidance and guidance. By setting up interactive course teaching situations, they can guide students to participate in the discussion and exchange of online and offline classroom content and learning problems by online monitoring of students' professional courses. Finally, in the after-school education link of online and offline "hybrid" courses, students make a reflection and summary of the shortcomings in professional learning based on their own learning conditions of course content, or teachers will evaluate the students' learning process. Therefore, online and offline "hybrid" course teaching has been developed rapidly relying on network platforms such as the MOOC Alliance. The combination of online and offline "interactive" education and classroom content "teaching" will become the direction of development of future professional curriculum of higher vocational colleges.

3. The Current Problems in the Teaching of Professional Courses in Higher Vocational Colleges

3.1. Lack of Hardware Facilities and Software Resources for Professional Course Online Teaching

At present, the curriculum education and teaching of different majors in higher vocational colleges mainly rely on multimedia software, PPT courseware and other equipment to organize professional teaching situations and classroom presentation content. However, in contrast, it does not set up online boutique courses. The construction of online "interactive" teaching mode is still lagging behind. For example, under the constraints of higher vocational education financial funds and teaching faculty resources, the professional curriculum settings of different colleges and departments often adopt separate and independent development strategies, and the organization and integration of a variety of internal and external teaching resources are insufficient. As a result of the construction and improvement of professional curriculum educational resources, the problems of single outdated teaching hardware and duplication of teaching content appear. It is difficult to provide assistance for the transmission of teachers' professional theoretical knowledge and practical content. The practicality of the entire curriculum network teaching software and hardware is poor.

3.2. The Lack of Diversified Teaching Content and Teaching Mode of Professional Courses

The educational development goal of the training of all-round quality talents in the new era puts forward higher requirements for teachers' professional curriculum teaching and student learning. At present, teachers in higher vocational colleges generally lack more diversified teaching content and methods for course content selection, education and teaching. Classroom theoretical knowledge teaching and passive learning by students are still the main educational models. On the one hand, in the face of a wide range of basic knowledge points and practical case content in different majors, teachers can only adopt the "indoctrination and teaching"

teaching method to complete the educational tasks prescribed in the classroom; on the other hand, some teachers ignore the status of students as the subject of learning, intrinsic needs, in the teaching of professional courses, students are regarded as the controllers, and students' current classroom learning enthusiasm and independent inquiry ability can hardly be effectively used. Over time, the operation of the different activities for different professional courses will become rigid.

3.3. The Lack of Unified Standards for Professional Course Network Resource Sharing and Teaching Evaluation

Another problem facing professional curriculum teaching in higher vocational colleges is that teachers lack standardized management of curriculum education, including supervision and management of teaching content, teaching process and teaching evaluation. Particularly driven by national policies or educational projects, most teachers often have problems of heavy administrative and formalization in classroom teaching for students of different majors, and they are negligent in the sharing of online education resources and teaching evaluation. Therefore, the sharing of various teaching resources and student learning evaluation are only set up to pass the teaching task review and the achievement of teaching indicators. They cannot truly reflect the teaching and learning conditions of teachers and students, and violate the original intention of shared development of the professional quality courses and the joint construction of teaching resources in vocational colleges.

4. Innovative Development Strategies for the Integration of Online and Offline Courses in Higher Vocational Colleges

4.1. Construct A Flexible Teaching Goal Mechanism with Students as the Main Body

In the case of a variety of Internet information teaching methods being introduced into the professional course teaching process of higher vocational colleges, higher vocational teachers should change their education and teaching concepts with self as the main body and teaching materials as the center, and put students in the entire classroom teaching the central location. According to different students' learning situation, personal preferences and development requirements, the higher vocational colleges should reform and innovate traditional professional theoretical knowledge content and "teaching" teaching mode, adding more selective, interesting and humanized classroom teaching links, and teaching students in accordance with their aptitude to develop flexible education of professional theory and practice. For example, on the basis of the original multimedia teaching plans and PPT courseware, the introduction of online open class teaching mode conducts a variety of professional curriculum theoretical knowledge, practical exercise content and other guided experience education, so that students follow their own thinking and awareness to carry out learning, and improve student participation in the classroom, independently explore the enthusiasm of practice, and complete the teaching goal of professional curriculum flexibility.

4.2. Make Use of Online Media to Set Up Online and Offline Course Teaching

In the fast-developing environment of online education such as MOOCs, micro-classes, flipped classrooms, and SPOCs, higher vocational colleges should also rely on different online course education platforms to innovate existing professional classroom teaching content and education methods, and focus on each unit. The important and difficult course content of each chapter is produced with targeted online teaching videos. At the same time, combined with offline classroom teaching practice, diversified teaching situations, teaching content, education methods, and interactive communication links are set up, and students are guided to participate in the design and practice of teaching links. Through channels such as Weibo, WeChat, and

online network interaction platforms, we focus on extensive interactions between teachers and students, and between students and students, to answer doubts and difficult questions encountered by students in learning, and to help them learn from the repetitive memory of theoretical knowledge, and transform into the practical application of a variety of classroom teaching cases, and make online inspections and teaching evaluations for students' final learning results, so as to optimize the teaching process of professional courses and improve the quality of teaching.

5. The Practical Design of Online and Offline "Mixed" Professional Curriculum Teaching in Higher Vocational Colleges

The online and offline "hybrid" teaching of professional courses in higher vocational colleges is not a simple superposition of traditional classroom theory "teaching" education and online teaching, but a systematic adjustment of teaching process in the entire professional course. The current organizational planning of online and offline "hybrid" professional curriculum teaching in higher vocational colleges mainly focuses on the systematic design of different professional curriculum teaching from various aspects such as online video watching before class, classroom interactive communication education, after-class teaching summary and reflection evaluation.. .

5.1. Watch Online Teaching Videos Before Class

For the "mixed" course teaching in higher vocational colleges in our country, supplementary mode, collaborative mode and other educational programs are usually adopted, that is, on the basis of retaining traditional offline classroom teaching, the introduction of online course education and teaching content is not pure "Teaching" education model to supplement. Therefore, before the start of professional curriculum education activities in higher vocational colleges, teachers usually pass relevant online video resources to students. Students can watch the teaching videos independently before class. For each unit/each lesson teaching content, difficult questions, etc., there are a more objective and specific understanding. Generally, individual students and study groups are used as units to carry out relevant teaching plans, important and difficult teaching knowledge explanations, and use a certain teaching task or project drive to guide students to participate in the learning of professional theoretical knowledge and teaching cases, thus transferring knowledge learning skills and practical skills, etc., to promote self-reinforced classroom teaching and multiple participation of students in learning.

5.2. Mixed Classroom Teaching Situation

In the online and offline "hybrid" professional course teaching process, most higher vocational colleges rely on the digital mobile software developed to design the classroom situation for each lesson's teaching items and teaching tasks. For example, the teachers in the higher vocational colleges use multimedia software, PPT courseware and other network equipment to make targeted online course teaching videos, set up student classroom sign-in, questionnaire survey, online interactive communication, online learning test, topic discussion and other teaching situations, and teachers will guide students to participate in the multi-scenario course learning of the online teaching platform which provides statistics on the student sign-in rate, video viewing rate, online inspection quality, and interactive discussion details. The planning and design of the offline course teaching situation is mainly based on the content of the textbooks and the teaching cases inside and outside the class. The teaching topics and main problems of each class are set to guide students in-depth study of the course content.

5.3. Blended Curriculum Teaching Content and Teaching Process

The education and teaching of professional courses in different departments of higher vocational colleges can form resource sharing through the online education platform, especially for online teaching focusing on MOOCs, micro-classes, flipped classrooms, SPOC small-scale teaching, etc., the comprehensive design of the online course teaching process and offline classroom teaching content is mainly based on the educational tasks and teaching modules of each class. For example, some higher vocational colleges have introduced the Chaoxing online course teaching platform as an important channel for online professional teaching. There are nearly a thousand MOOC courses on this platform, including lectures on important and difficult knowledge, online unit tests, online difficult questions and answers, teaching case practice, etc. Links can help students learn independently in the classroom, or have real-time interactive exchanges with teachers, transmit relevant course teaching materials and teaching Q&A content to the "Learning Tong" client, or share resources through Weibo, WeChat, and QQ software , to ensure the normal progress of students' online and offline course learning activities.

5.4. Evaluation and Reflection on Blended Curriculum Teaching

The final link of the online and offline "hybrid" professional curriculum teaching in higher vocational colleges is the assessment and evaluation of online education and offline classroom teaching, including all-round evaluation of teacher teaching and student learning. First of all, the evaluation of students' professional courses is no longer only centered on students' classroom tests and final exam scores. Instead, more evaluation indicators related to classroom attendance, online learning listening, interactive discussion, and independent question answering can be added to be more objective. It truly reflects students' learning and mastery of professional curriculum knowledge in a certain period of time. Then, according to the teacher's course video production, key and difficult content teaching, teacher-student interaction and other elements, the quality of the course teaching is evaluated, and the course learning summary and teaching reflection should be participated with the students to achieve the training of comprehensive quality talents in higher vocational professional teaching aims.

6. Conclusion

Traditional professional course teaching is mainly based on "lecture-style" content delivery. Although teachers will also use multimedia software, PPT courseware and other network equipment to set up the syllabus, question content, and homework for each unit/chapter, the overall in terms of the offline course education is still the mainstay, the network online demonstration teaching is only an auxiliary method. Therefore, with the help of online education platform, constructing online and offline professional curriculum teaching mode, focusing on the organization and implementation of curriculum teaching context, teaching content, teaching methods and interactive evaluation, can effectively promote the teaching effect and significantly improved the quality of higher vocational courses..

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