

# Research on the Application of Hybrid Teaching Mode of Online-Offline Class

## -- A Case Study of International Logistics Module

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### Abstract

The hybrid teaching mode of online-offline class is the integration of teacher-led and student-centered educational ideas, and the integration of teaching-centered and learning-centered teaching modes. In recent years, with the rapid development of information technology, the hybrid teaching mode has been widely used in education and teaching practise. Based on personal teaching practice, this paper discusses the application of online and offline mixed teaching mode of International Logistics module. The application of mixed teaching mode in the course of International Logistics innovates the original teaching mode, which makes up for the deficiency of traditional teaching, and has been proved to significantly improve students' learning effect.

### Keywords

Online-offline class; Hybrid teaching mode; International logistics module.

### 1. Introduction

With the rapid development of the Internet and the wide application of network technology, education and teaching are becoming more and more networked. Course teaching is the main body of higher education, and the mixed teaching mode based on online and offline can make students learn without the restriction of time and place, which attracts wide attention. From the form, the hybrid teaching mode is the fusion of traditional classroom teaching and network teaching. In essence, hybrid teaching mode is the integration of education thought that teachers as leading role and education thought that the student as the main body, and integration of taching mode that teaching as the center and teaching mode that learning as the center. It is fusion of learning theories among constructivism, behaviorism and cognitive science. It is the integration of various teaching methods and information technology, as well as the integration of online and offline learning environment. Therefore, hybrid teaching mode presents a very broad application prospect in education and teaching. However, it is still a crucial problem to adapt to the development of The Times. A hybrid teaching mode that combines online and offline teaching method considering students characteristics needs to be explored. Fully taking advantages of information tachnology is a difficult problem that we need to think about. Therefore, relying on the Internet teaching platform, this paper aims to find a scientific and effective teaching mode by combining both online and offline teaching modes and considering major development requirement, in which the International Logistics module is taken as example for personal teaching practice.

## 2. Problems Existing in the Traditional Teaching Mode

The teaching objective of "International Logistics" is to enable students to understand and master the increasingly mature theory and basic knowledge summarized from the practice of international logistics, including the development of international logistics and its relationship with international trade, international logistics system and network, international logistics service and management, etc. The knowledge of the course is comprehensive and cross-cutting. This course involves the knowledge of logistics management, international trade practice, international freight forwarding and other aspects. The teaching content of this course is rich and involves a wide range of subjects, and it is highly integrated with other subjects. Moreover, the course is highly practical. While teaching basic theoretical knowledge, it also involves many current hot issues, such as "One Belt and One Road" related policies, customs clearance integration, international trade terms, etc. The teaching content is rich, informative, hot issues are many, and the course content is updated frequently. For teachers, it is difficult to make students absorb knowledge within a limited period of time to achieve the teaching tasks and teaching objectives of the course. It is very difficult for students to understand the content thoroughly in the limited time. Traditional teaching mode is difficult to achieve teaching objectives.

## 3. Implementation of Online and Offline Hybrid Teaching Mode in the International Logistics Module

Combined with the online teaching platform of my school, the author carried out the online and offline mixed teaching of "International Logistics". It is mainly divided into pre-class-class-after-class-course assessment, which is implemented in several stages.

### 3.1. Independent Preview Before Class

Online teaching is adopted in this stage. Teachers are required to create the course "International Logistics" on the Learning platform in advance. According to the teaching objectives of the course combined with the learning materials to build a curriculum outline catalogue, and the corresponding courseware, video, other teaching materials uploaded to the platform. Students can through the relevant data of watching and playing, understand the chapter ahead of the knowledge involved, and interest or do not understand the content of the watch repeatedly, complete the preparation before class, teachers by students watch the video on schedule to grasp student's preview, and accordingly offline the important and difficult contents in classroom teaching. In addition to courseware and videos related to the course, teachers are required to design the courses for students to preview before class. For example, when explaining international trade terms, issue a topic discussion: given two schemes, students as the seller to choose a more favorable scheme and explain the reasons. Students will take the initiative to understand different trade terms with questions and interest. Learning and communication between teachers and students in an open platform can improve students' enthusiasm for learning. When learning the development trend of China's international logistics, students can refer to the "Belt and Road" related videos, web pages, pictures and other materials in the information area. Let students have a more intuitive understanding of the belt and Road initiative. Teachers can check the online teaching platform through the background of learning pass to understand the students' learning situation, and optimize and adjust the teaching content according to the students' learning effect so as to improve the teaching effect.

### 3.2. Interactive Classroom Teaching

In the process of classroom teaching, learning objectives and tasks at different stages should be clearly defined, class videos and text tutorials should be equipped, subject discussions should

be carried out in combination with exercises and cases, and possible problems should be put on record. Do a good job in the role of "director", in the heart preset rehearsal lesson preparation link, foresee the possible situation, reserved suspense, after thinking to summarize the answer, through fun creative activities, preset case, topic discussion, topic exercise, group discussion and other teaching links to strengthen, deepen, broaden the students' learning content. For example, students can have a more intuitive understanding of the development background and trend of international logistics by playing the documentary "Telling the Community of Destiny" and carrying out discussions. In the knowledge points related to customs declaration, students were asked to play roles, which immediately made the boring knowledge vivid. Secondly, in the form of teaching, teachers and students can interact with each other by using the online teaching platform's functions such as "snap answer" and "selection". The random selection function increases the randomness of the selection, creates a sense of tension in the course atmosphere and arouses the enthusiasm of students to participate in the class. In the course teaching process, problems existing in offline and online teaching are summarized in time, students' learning effects are evaluated in advance, and the following learning activity schedule is formulated.

### **3.3. Review Guidance After Class and Check The Deficiencies**

After class, I mainly review the course content through the learning platform, such as watching the course video, uploading the homework assigned by the teacher, and discussing with the teacher online for the knowledge points I don't understand. Can arrange some comprehensive case analysis, or video materials for students to discuss problems after class. According to the situation of students' participation in the discussion and the completion of homework, understand the actual learning effect of each student. The learning platform can be used to track the learning of each student, so that each student can see at a glance whether he/she watches the video after class, when he/she submits his/her homework, and what role and task he/she assumes in the group task. If it is found that students can not keep up with the progress, or do not finish homework in time, we can timely communicate and urge them to finish. Teachers can guide students to give positive feedback on teaching opinions through questionnaires, course grading and other ways, and at the same time conduct self-reflection, adjust and optimize programs to improve teaching quality.

### **3.4. Course Assessment**

In the hybrid teaching mode, curriculum assessment emphasizes more on students' process learning, comprehensively inspects students' learning process and learning effect, and diversified assessment methods will be conducive to the improvement of teaching effect. The theoretical course evaluation of International Logistics consists of three parts: online evaluation, offline evaluation and final examination. Online evaluation includes online learning process evaluation and online learning effect evaluation. The former includes students' online learning task completion time, completion degree, participation in discussion, etc., while the latter includes students' participation in activities on the Learning platform, completion of homework and scores. Offline evaluation includes classroom performance evaluation and classroom learning effect evaluation. The final exam results account for 60% of the total score, the sum of online and offline evaluation results account for 40% of the total score, the results are mainly based on the data statistics of learning, measurable, assessable, and scientific and fair, better prevent students "usually do not work hard, cram" phenomenon, stimulate the motivation of students to learn.

## 4. Teaching Reform Effect of International Logistics Course Based on Hybrid Teaching Mode

### 4.1. Innovation of the Teaching Model

International Logistics is a comprehensive course of international trade and logistics management with many knowledge points and strong theory. On the one hand, the traditional teaching mode is difficult to complete the course content within a limited period of time. On the other hand, due to the lack of systematic knowledge, it is easy to make students tired in the learning process and affect the learning effect. In the mixed online and offline teaching mode, students complete pre-class preview and homework online, while teachers teach offline.

### 4.2. Make up for the Deficiency of Traditional Teaching

After using the online and offline mixed teaching mode of Learning Pass platform, the teacher will release the preview materials such as courseware, video and discussion before class for students to preview. In class, students can participate in the class more independently through the selection of students on the learning platform, quick response, various modes of sign-in, class discussion, questionnaire, group discussion and other tools. After class, we can check students' learning progress through the platform teachers, and provide answers and guidance to students' feedbacks. Teachers can know each student's participation in the course and learning effect in real time. Realize the interaction between online and offline, and realize the complete mixed learning process of "before class, during class and after class".

### 4.3. Improvement of Students' Learning Effect

By randomly selecting grade 18 classes that adopt the mixed teaching mode in the first semester of the 2020-2021 academic year and grade 16 classes that adopt the traditional teaching mode in the second semester of the 2018-2019 academic year, the overall course evaluation results are compared. The average score of the 18-grade mixed teaching class is 86.24 points, and that of the 16-grade traditional teaching class is 80.80 points. Compared with the traditional teaching mode, the average score of the class under the mixed teaching mode is nearly 6 points higher. In terms of the proportion of excellent and good students with more than 80 points, the excellent and good rate of grade 18 mixed teaching class is 76.47%, and that of grade 16 traditional teaching class is 54.55%. Results from the point of performance ratio, the final judgement of at ordinary times, and the final performance after a result, students want to get good grades, you must learn in earnest at ordinary times according to the requirements to complete the online, classroom activities, the homework test activities and get good grades, can get high marks in the final judgement. Therefore, the high excellent rate also reflects that students usually study hard and spend a lot of time and energy on the course learning, which is an important performance of urging students to learn the course well with the concept of "attaching importance to process management".

## 5. Conclusion

Based on personal teaching practice, this paper discusses the application of online and offline hybrid teaching mode of International Logistics module. Online teaching resources of international Logistics is built based on the learning platform. Design, construction and optimization of the online-offline links of the course are conducted from aspects of pre-class preview, classroom organization, after-class extension and course assessment. Effective connection between offline classroom and online courses teaching has been realized. Of course, there are still many problems and deficiencies in the online and offline hybrid teaching mode. The author will continue to explore in the subsequent teaching process to further improve the course teaching quality.

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