

Research on the online and offline Integration Teaching mode of Local History course in Colleges and Universities

Yunnan Du^{1, a}

¹Department of History, Zhaoqing University, Zhaoqing 526061, China

^a525418500@qq.com

Abstract

The local history specialty courses adopt the online and offline mixed teaching mode, which not only meets the professional training requirements, but also highlights the student-centered education concept. According to Zhaoqing University's online course construction and teaching practice of "Zhaoqing Local Chronicle Culture Special Topic", its online and offline integrated teaching mode can be designed into three parts: pre-class independent learning stage, classroom interactive teaching stage and after-class independent learning stage.

Keywords

Local history courses; Online courses; Online and offline hybrid teaching.

1. Introduction

As a kind of regional culture, local history is rich and unique, and also a part of history teaching in local colleges and universities. Since the outbreak of COVID-19 in 2019, the Ministry of Education has actively promoted the construction of online courses in colleges and universities to ensure the health and safety of teachers and students. Up to now, there are abundant online history courses, such as general history courses, while some local history and culture courses are relatively lacking. In 2020, the Ministry of Education of Guangdong province encouraged universities in the province to build a series of online courses to promote local history and culture. Under the guidance of the policy, Zhaoqing University launched the course of "Zhaoqing Local Chronicle Cultural Topics" and actively engaged in teaching practice. Based on the online course construction of Zhaoqing Local Chronicle Cultural Topics of Zhaoqing University and the practice of integrating online and offline teaching on superstar Pan-Ya platform, this paper explores and improves the teaching methods and modes of integrating online and offline teaching, and carries out practical research in specific teaching.

2. Analysis of the Current Teaching Mode of History Courses

At present, there are generally two types of historical curriculum teaching modes in Chinese colleges and universities, theoretical teaching mode and field practice mode. The theoretical teaching mode is generally the classroom collective teaching mode mainly adopted in theoretical courses, or partly combined with classroom practice according to the actual teaching content. In this class mode, teachers use multimedia to teach students and design PPT images, animations and videos to make abstract knowledge vivid, arouse students' interest and deepen their understanding. Practical courses mostly refer to the mode of historical field investigation and take outdoor teaching as the classroom. Because the historical field refers to the site with rich historical and cultural relics, these sites retain rich historical objects and historical documents, such as residential buildings, social altar, temple, nunnery pagoda, ancestral temple and other ancient architectural facilities, as well as such as tablet inscription, genealogy, contract and other documents [1]. Teachers lead students to investigate historical

fields, which can improve students' ability to analyze and solve historical phenomena and strengthen their theoretical knowledge, so as to achieve the purpose of applying what they have learned. In the "classroom teaching" mode of traditional teaching, teachers can teach knowledge clearly and systematically to students, but students often fall into passiveness and it is difficult to mobilize the enthusiasm and initiative of learning. In the traditional "classroom teaching" mode of teaching, teachers can clearly and systematically teach knowledge to students, but students often fall into passive, it is difficult to mobilize the enthusiasm and initiative of learning; The class hours of history theory course are constantly shrinking, so it is difficult for students to internalize what they have learned in a short class, and the way of homework after class is relatively simple, with poor effect. In addition, the assessment method of history theory course generally adopts the evaluation method of "one examination determines the whole life", which is difficult to track students' learning process in real time.

Generally speaking, the traditional teaching mode of these history courses is still dominated by teachers' "teaching". With the rapid development of science and technology and the urgent demand for innovative talents, the traditional teaching mode of "classroom teaching" obviously cannot adapt to the pace of history curriculum training issued by the Ministry of Education to highlight students' independent inquiry. On the other hand, the Ministry of Education actively advocates the online and offline hybrid teaching courses. Online students choose the time to complete the online learning tasks before class, and then write down the questions they do not understand. Offline classroom teaching means that teachers help students solve difficult problems in online learning, explain key and difficult points and expand applications, and carry out interactive discussions. Classroom teaching is no longer a complete teaching of teaching content [2]. This kind of mixed teaching mode focuses on cultivating students' independent learning ability, oral expression ability and teamwork ability, which accords with the current national education concept.

3. Online Course Construction

"Zhaoqing Local Chronicle Cultural Topics" course is an elective course of history department of Zhaoqing University, which is offered to junior students. The teaching content of this course is to introduce the basic knowledge of local Chronicles and Zhaoqing old Chronicles culture, cultivate students' interest and ability to study local Chronicles culture, and guide students to interpret local Chronicles culture from the theoretical logic of local Chronicles and the mechanism of cultural inheritance. And according to the online course is not to completely move all knowledge points online, but to follow the characteristics of network information dissemination, to the system of teaching knowledge fragmentation, knowledge points split, refinement, simplification [3]. Therefore, in the specific construction process of this online course, a knowledge point constitutes a teaching video. In order to avoid students feeling tired during the learning process, each video is about 10 minutes. In addition, although the construction of online courses should achieve the fragmentation of knowledge points, as far as the whole course is concerned, we should try to ensure that the videos before and after can be connected effectively, and set up rich question banks to help students master the knowledge points before and after, and better integrate them.

In addition to following the characteristics of network information dissemination, the construction of this online course is more important to follow the current ideological and political education concept of the curriculum [4], and according to the characteristics of the subject, dig into the ideological and political elements in each course, integrate knowledge imparting and value guiding, and take "to foster virtue through education" as the fundamental task of teaching. The content of this course mainly consists of six units. In addition to the introduction at the beginning, each unit is the basic theory of local Chronicles, the evolution of

local Chronicles in past dynasties, the general situation of Zhaoqing Local Chronicles, the biography of people in Zhaoqing Local Chronicles, the map of Zhaoqing local Chronicles, and the value and utilization of historical materials of Zhaoqing local Chronicles. Each unit is arranged for three weeks, as shown in Table 1.

Table 1. Teaching knowledge points of zhaoqing Local Chronicle Culture Topic online course

Unit	Theme	knowledge	Number of Videos/Video Duration (min)
Introduction		Local Chronicles and local Chronicles culture	1/10
One	Basic theory	Origin of local Chronicles, nomenclature of local Chronicles, types of local Chronicles, nature of local Chronicles, characteristics and functions of local Chronicles	5/50
Two	The changes of local Chronicles in the past dynasties	The development of local Chronicles in han-Wei and Southern-Northern Dynasties, Sui-Tang dynasties, Song dynasties, Yuan, Ming-Qing dynasties, and the Republic of China	5/50
Three	Overview of Zhaoqing Local Chronicles	The history of Zhaoqing, the source of compilation and revision of Zhaoqing local Chronicles, the types of compilation and revision of Zhaoqing local Chronicles, the organization of compilation and revision of Zhaoqing local Chronicles	5/50
Four	Biography of local Chronicles of Zhaoqing	Including the role of biographies, standards of collected figures, types of collected figures, Figures Case 1, Figures Case 2	5/50
Five	Map of Zhaoqing local chronicle	Including the development of maps , mapping purpose, mapping types and characteristics, mapping methods	3/30
Six	The value and utilization of zhaoqing local Chronicles historical materials	Includes historical and cultural historical materials, economic and technological historical materials, social customs historical materials, as well as the problems needing attention in using zhaoqing local Chronicles historical materials.	4/40

Centering on the knowledge points in Table 1, teaching resources such as practice questions, tests, discussion questions and homework questions should be set accordingly. These resources provide convenience for students after school and independent study, as well as for students to review or continue to use them at work.

4. Exploration of Teaching Mode Integrating Online and Offline

This study takes the teaching of Zhaoqing Local Chronicle Cultural Topics as an example to conduct teaching practice research on the junior students of history department of Zhaoqing University. Its teaching exploration is divided into the following three processes.

4.1. Independent Learning Before Class

According to the learning content of the course and the knowledge reserve of junior students, and permeate the teaching situation of "course ideological and political" elements. Before class, the classroom teaching resources and teaching problems to be carried out by teachers are published on the Superstar platform. Students can obtain task points or task lists through the Superstar platform, clarify the learning knowledge points required for this class, enter the

learning module, and independently learn supplementary materials such as online videos, question bank and exercises related to knowledge points. In addition, students also need to find relevant historical documents and materials according to the tasks assigned by teachers, and sort out and analyze the historical documents and materials found, and think deeply, so as to cultivate students' professional ability of collecting historical materials, searching for documents and sorting out historical materials. Through knowledge learning, students can understand the main historical documents involved in each knowledge point; Through historical documents, thinking and summarizing the differences and development of different local Chronicles or local Chronicles in different periods, improve students' ability to understand and analyze historical issues. Students can also have online discussions with course teachers or classmates in the discussion area of the platform. Teachers need to pay close attention to questions of the discussion area in real time and answer and solve various questions raised by students.

4.2. Interactive Classroom Teaching

In the classroom, that is, the offline link, the teacher first briefly and clearly combs the learning knowledge points in this class; Review, discuss, supplement and emphasize the key and difficult contents; Further explain the concept of knowledge; Then, according to the knowledge points of each online video and the knowledge points mastered by students in the stage of independent learning, corresponding key points or typical local Chronicles or cases are selected for detailed analysis, which is the main part of offline teaching. For example, When teaching the "Compilation and Revision types of Zhaoqing Local Chronicles" in unit 3 "Overview of Zhaoqing Local Chronicles", students learned the types of Zhaoqing local Chronicles through online video, including the local Chronicles of prefectures, counties, towns, academies, mountains and rivers, temples, etc., However, these types of local Chronicles are some abstract concepts, which may not be understood by students who have not been exposed to local Chronicles. So teachers for students to choose a type of local chronicles, design the appropriate teaching methods to students in detail introduces the style and content of local chronicles, it is very necessary, and then students can also use the teacher to provide literature resources, team cooperation, to explore the discussion, master the methods of the read chorography literature, teachers are observed to explore students' cooperation, and give timely help. In this way, students can effectively understand that local chronicles are "an encyclopedia" or "a general history" that "records establish territory, natural environment, historical evolution, official ceremony system, social economy, local customs, culture and art, politics and military affairs in a certain region"[5], Students will naturally understand the local chronicles culture is a kind of data storehouse, can promote the development and prosperity of the Chinese culture, this kind of data storehouse inexhaustible, an inexhaustible, as well as the most brilliant history of the world cultural mainstream cultural treasures. Students in the learning process of local chronicles literature, will naturally have a arises spontaneously national confidence and pride, so as to achieve the effect of patriotism education.

Through online autonomous learning and offline classroom interactive teaching, students can vividly and firmly grasp this knowledge point. In class, teachers can also carry out collective or group discussions on typical and representative questions raised by students on the platform discussion area of online courses, and answer students' questions. By focusing on typical questions, students can strengthen their grasp of knowledge points.

4.3. Independent Learning After Class

According to the teaching content, the homework or test of the teaching content of this lesson will be published on the Super Star platform, which will be completed by students within the specified time to test the learning effect of the teaching of this lesson; It can also be completed as a group. Group members can consult literature materials through the Internet or the library,

and their learning results can be submitted to the operation area of this course in the form of PPT, written papers, investigation reports, micro videos and so on. Teachers comment on or modify homework on the Super Star teaching platform. In addition, as the teaching content of local history courses is the history and culture of the place where the school is located, it is convenient for students to go out for investigation. Therefore, teachers timely design field investigation activities according to the teaching content, so that students can contact the historical scene.

5. Conclusion

To sum up, the integration of online and offline teaching mode of history courses not only increases the application of information teaching methods, but also has certain innovation and openness. It also highlights the student-centered curriculum construction concept, stimulates the drive and initiative of students in learning, and cultivates their innovation ability and awareness. At the same time, in the stage of independent learning and interactive teaching online and offline, teachers can teach students according to their aptitude more conveniently.

Acknowledgments

Foundation Project: This paper is one of the research results of education teaching Research and Reform Project of University Online Open Course Alliance in Guangdong-Hong Kong-Macao Greater Bay Area (WGKMI040).

References

- [1] Chao Xiaohong: History Teaching to Practice -- A Field Survey of Undergraduates of History Department of Xiamen University. *History Teaching*, (2012) ,No. 20 : p.56.
- [2] Xu Lei,Nie FengYing: Research Status and Technical Path of Education Big Data in Education Management Application, *Jiangsu Higher Education*, (2020), No.12:p.69-73.
- [3] Ren Yan, Huang Yingchu: Innovative Exploration of Online and Offline Hybrid Teaching, *Education Review*, (2021), No. 11, p. 76-75.
- [4] Gao Deyi, Zong Aidong: From ideological and Political Curriculum to Curriculum Ideological and Political: Constructing the Ideological and Political Education Curriculum System in Colleges and Universities from a Strategic Height. *China Higher Education* (2017),No. 1 , p.43-46.
- [5] Lai Xinxia: Introduction to local Chronicles, Fujian People's Publishing House, 1983, p. 1-3.