

Blended Teaching of Chinese Culture Courses for International Students Based on “Cloud Connection”

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Keywords: Cloud connection, blended teaching, Chinese Culture, international students

Abstract: The COVID-19 pandemic has brought great challenges to the teaching of the Chinese culture for international students. Taking the course “Chinese Culture” as an example, this paper integrates the theory of “cloud connection” into the study of blended teaching modes by following the path of teaching target, teaching methodology and teaching resources. For the specific course, we propose to construct “cloud classroom”, “cloud platform” and “cloud experience” to enhance the teaching level. The course focuses on building cognitive, social and emotional connections through blended teaching. Through a case analysis, the specific ideas for instructional design as well as the process of implementing instructional strategies are presented, which is of important reference value for teaching of relevant culture courses to international students in China at present.

1. Introduction

The sudden outbreak of the COVID-19 pandemic portends huge implications for the education of international students in China. According to the general rule of “classes suspended but learning continues”, face-to-face teaching in universities has been switched to the “cloud”, and the predominant teaching modes include synchronous live teaching, asynchronous recording and asynchronous spoc teaching. However, online instruction for international students differs significantly from that for domestic students. The time difference between students’ countries of origin, unequal network facilities, inadequate bilingual teaching materials, and insufficient cross-cultural interaction make online teaching more challenging and less effective, especially for courses on the Chinese culture, which need to be more interactive, experiential, and participating. The current situation of international students in China is that only a small number of students stay in China and most of them can only study online when they are abroad, so there is an urgent need to provide high-quality online and offline blended teaching.

Most international students suffer from Oberg’s cultural shock in the initial stage of enrollment due to the conflicts of values and changes in their living habits [1], which generate intrinsic psychological needs for learning Chinese culture. The rapid development of China in recent years makes their curiosity on Chinese culture more intensively. According to our survey toward 223 respondents, 77 percent of international students show strong or very strong will to know about

Chinese culture. However, when it comes to the extent of their acquaintance with Chinese culture, only 46 percent of the sample give the answer of “yes”. The course of Chinese culture is the pivotal factor for international students to learn about China. The survey data shows that 210 international students have learned Chinese culture courses, but only 92 students give the positive evaluation. This implies that the teaching mode of Chinese culture courses are relatively lagging behind, the teaching pattern and teaching contents cannot provide enough scope to satisfy the psychological need of international students.

Chinese culture courses are different from major courses. The former show little concern with the knowledge illustration and even ability cultivation, the core object is the cross-culture communication by eliminating the cross-culture barriers. So the essence of culture becomes important for the analysis. Culture unconsciousness is always embedded in human behavior. Freud’s Individual Unconsciousness, Jung’s Collective Unconsciousness and Fromm’s Social Unconsciousness Theory all support the characteristics of unconsciousness of human behavior at different levels [2]. Following Freud’s view of human unconsciousness, Jung argues Collective Unconsciousness comes from spiritual inheritance in human evolution. The Collective Unconsciousness deriving from collective experiences, will influence deeply the behaviors of later generations once it forms.

In the form of custom and language, culture unconsciousness always exists. People in such culture are so accustomed to it that they are even unaware of its existence, even though they are enormously influenced. Therefore, in terms of Chinese cultural education, international students need to be put in the overall context of the Chinese language and collective activities. The class time is undoubtedly limited, e.g. 2 hours per week, so it’s impossible for us to attain the entire teaching goal, instead, we should provide diversified instruments such as offline teaching, online learning, online discussions, and so on. That’s to say, we should build stronger relationship between teachers and students. The Cloud Connect advocated by Wen qifang [3], is a good solution for solving the problem of Chinese culture teaching through cognition connection, social connection and emotional connection. Many scholars pay attention to the relationship between culture and cognition process. Hong and Chiu [4] argue for a paradigm shift in cultural psychology, they propose to view cultures as dynamic open systems, which links cultural differences in social cognition to cultures’ axiomatic assumptions in the relevant domains. Bender and Beller [5] believe human causal cognition is co-constituted by the cultural nature of the human species, the combination of cross-cultural experiments and in-depth within-culture analyses of cognitive concepts, processes is necessary to integrate different components of cognition. Bender and Beller [6] discuss basic cognitive science assumptions regarding the separability of content and process, the context-independence of processing, and the culture-independence of processing. In the following parts, we will first give illustrations on “Cloud Connect” guided blended teaching, and we will give more detailed analysis taking a first-class curriculum as example, in last section, we will use Chinese Culture as a model to probe into the solution of teaching of culture courses.

2. The Concept and Idea of “Cloud Connect” Blended Teaching

There are both narrow and broad definitions of blended teaching. In the narrow sense, blended teaching refers to the effective integration of face-to-face instruction and information and communication technology-supported online learning [7-9]. At a broad level, blended learning emphasizes the effective integration of instruction and technology in a flexible manner, regardless of the technology used [10-11]. While they do not fully agree on the details of technology, both point out that the key to blended learning is the “effective” integration of online and offline rather than simply overlaying them. To determine a suitable method to effectively deliver cloud-based

instructional activities and improve instructional effectiveness, Wen [3] proposes a cloud connection theory that emphasizes how to build cognitive, social, and emotional connections. The cognitive connection refers to the connection between the problems raised by the teaching activities and the cognitive status quo in participants' minds; the higher the urgency of the problems discussed, the higher the learning efficiency; the social connection refers to the interpersonal connection; the broader, deeper, and stronger the connection, the higher the learning efficiency; the emotional connection refers to the emotional connection created by individuals and problems; the more emotional input, the higher the learning efficiency. The three types of connections are both the settings under which teaching and learning activities occur and the measures of effectiveness of those activities.

Prior to the pandemic, blended learning was widely used in higher education in Europe and the United States and was hailed as the “new normal” in teaching methods [12]. Following large-scale practice during the pandemic, blended instruction has become an inevitable trend [13-14]. National and international studies generally agree that blended instruction helps to improve students' learning efficiency [15-16], but online and offline blended instruction has not been thoroughly integrated into college teaching [17]. In addition to the problem of hardware technology, the absence of system in the overall curriculum planning is an important reason for this phenomenon, that is, the ineffective implementation of integration. Blended teaching has its own unique characteristics, such as weaker teacher control in class and more reliance on students' independent learning ability; it is not a simple transplantation of offline content to an online platform. Thus, the design and structure of blended online and offline courses inevitably varies from student to student, course to course, and school to school. This requires course designers to consider the characteristics of the course and combine the actual situation of students to reasonably design and naturalize the course as a whole so that an effective “cloud connection” between online and offline is achieved.

An important goal of international students who come to China to study is to experience the Chinese language and the Chinese culture firsthand. Due to the pandemic, offline classes cannot be conducted normally, while traditional online classes have difficulty in achieving the goal of cultural experience. In the Chinese culture courses for international students, the cultural background of the learning subject influences the construction process, as learners always put the Chinese language and the Chinese culture into their own context to complete their acquisition and construction. Therefore, language and culture courses must provide sufficient Chinese and foreign cultural materials so that learners can fully understand the cross-cultural differences as well as the historical and logical differences. Simultaneously, the process of building an understanding of the Chinese culture must be supported by hands-on activities. Pure online or offline teaching models cannot solve the problem. However, the current courses for international students cannot be conducted offline, and the virtualization of offline teaching is especially important for the courses regarding the Chinese culture.

3. Analysis of Chinese Culture Teaching

This presentation will take the example of “Chinese Culture”, the first series of internationalized first-class courses in Zhejiang Province, to explain how to integrate excellent Chinese culture into the teaching practice of international students via cloud connection, and discuss how to build an international blended online course system whose main elements are teaching objectives, teaching design, teaching method, teaching characteristics and innovations, teaching resources and teaching evaluation. The seminar will cover how to construct an internationalized online and offline blended curriculum system with the main contents being teaching objectives, teaching design, teaching mode, teaching characteristics and innovation, teaching resources, and teaching assessment.

3.1. Uniquely Stratified Teaching Objectives

Learning activities mainly include three levels: cognitive, affective and interpersonal, and are realized through preparatory activities, formal activities and post-class interactions [3]. On this basis, this course aims to achieve the goal of cognitive-social-emotional connection in Cloud Connection. At the level of cognitive connection, individual students will gain an overview of traditional Chinese culture through reflection and in-depth processing, while gaining an initial understanding of contemporary Chinese civilization through exploration of questions and discussion. At the social connection level, students are guided to build social learning networks in various directions to promote different levels of interaction between teachers and students, so that they can systematically reflect on and apply traditional Chinese culture and contemporary civilization to their lives. The level of emotional connection leads students to develop a sense of curiosity about the subjects in question, a sense of satisfaction in problem solving, self-improvement, better integration into the Chinese culture, and the elimination of cross-cultural communication barriers.

3.2. Special Design of the Blended Teaching

Based on the teaching concept of Cloud Connection [3], the course aims to build a blended teaching path of Cloud Connection in three dimensions: cognitive connection, social connection and emotional connection, in response to the problems of abstract cultural content and insufficient school lessons. The first is to build a “cloud classroom”. The main line of the teaching method of history is to build a virtual classroom, virtualize offline teaching, and realize problem-oriented classroom discussion and organic interaction through Class In (an online teaching software). The virtual classroom can overcome the lack of cognitive connection and emotional connection caused by the inability of face-to-face teaching in the COVID-19 pandemic situation, and improve teacher-student interaction and student-student interaction by using problems as a link to effectively realize cognitive connection in the construction process of the cloud classroom. Students’ grouping and teachers’ effective guidance contribute to the realization of emotional connection. The second point is to create a “cloud platform”. Due to the time constraint of teaching and the great cross-cultural differences that hinder effective cognitive connection, we make full use of the cloud platform to prepare a large number of Chinese and foreign cultural texts, videos, reflection questions and other platform resources for students to exchange and discuss without the limits of time and geography to enhance the level of cognitive connection. Teachers provide timely feedback and encouragement to students while reading, watching videos and discussing on the cloud platform to promote the formation of emotional connections. Based on the “cloud classroom” and “cloud platform”, we create “cloud experience” resources consisting of lecture videos, simulation experiences, and student participation. Through virtual, real-life experiences, we can overcome the issue of international students not being able to experience the Chinese culture and promote emotional bonds. Finally, we build a corresponding evaluation mechanism to provide feedback and help students complete the understanding of the Chinese culture and achieve cultural identity and appreciation. Our Chinese culture instructional design road map is as follows in Figure 1.

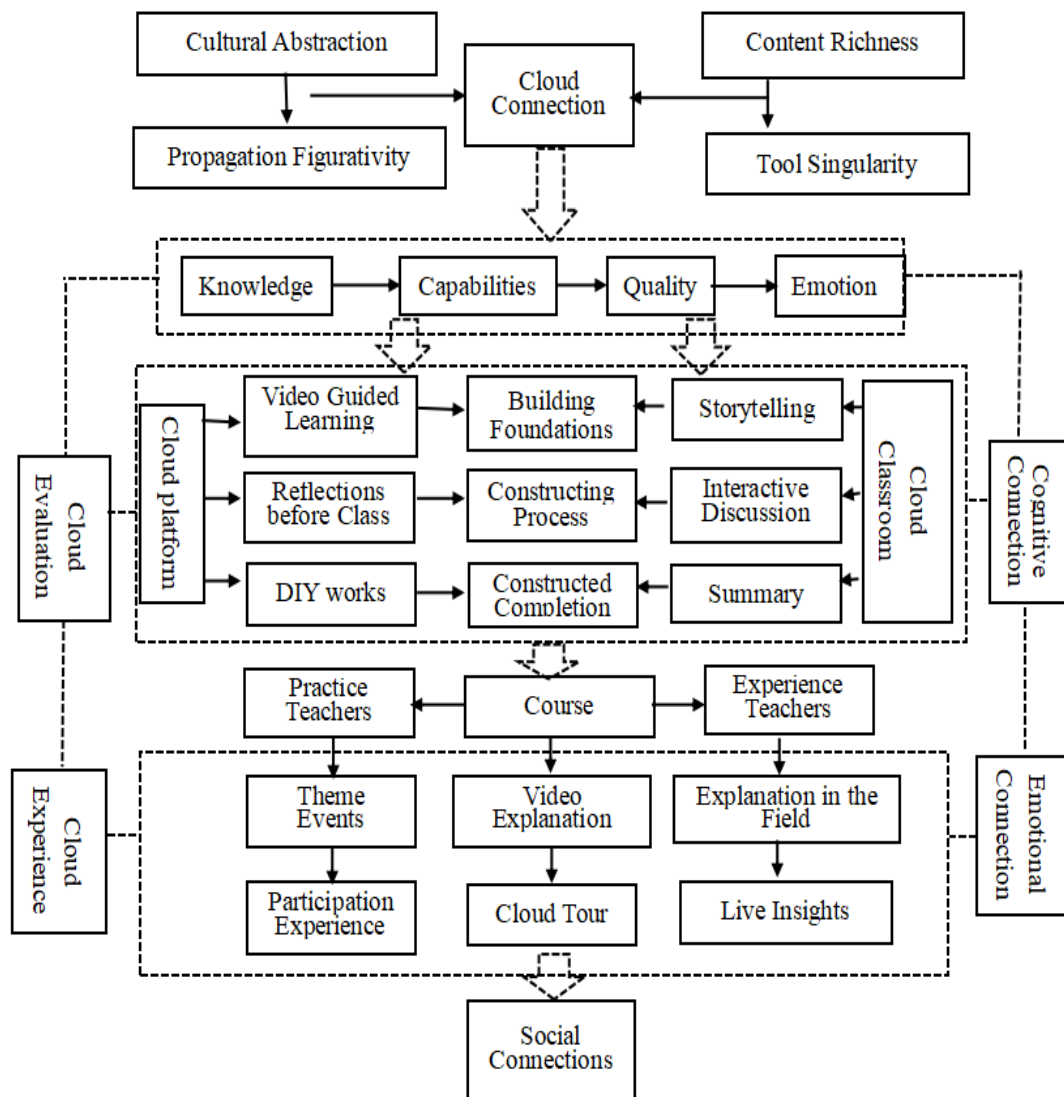


Figure 1: Chinese Culture Instructional Design Roadmap

3.3. Twofold Constructed Teaching Model

The “preparation activity + formal activity (lecture + interactive discussion) + follow-up activity (multi-layered experience)” is a progressive teaching and learning model that demonstrates effective cognitive-social-emotional connections [3]. In the Cloud classroom, the key to finding effective connection points is to “problematize” the tasks. The teacher begins each lesson with a narrative and encourages students to think about top-down and bottom-up interactive questions to create a “cognitive-social-emotional connection base” for the Chinese culture. Formal activity is an exploration of the cognitive-social-emotional foundation of the Chinese culture. Formal activities explore ways and strategies for cognitive-social-emotional connections. Students are instructed through lecture questions, organized discussions, guided role-plays, and interactive discussions. A contextual classroom experience enriches the construction process, enabling the teacher to refine, compare, and summarize to appeal to students and complete the “formal classroom activities” of the Chinese culture. The teacher summarizes and gives feedback to focus on students' growth to deepen the cognitive-social connection, which can also be effective in building and deepening emotional connections. Based on the formal activities, follow-up activities can be conducted through

extracurricular hands-on activities and online virtual experiences to again guide students in their “independent cognitive-social-emotional construction” and strengthen their cognitive and emotional recognition of the Chinese culture.

Establish a cross-disciplinary teaching mechanism consisting of “lecturer + practical teacher + experience instructor”. The members of the course team can help to ensure the connection and teaching of multiple dimensions inside and outside the classroom and the school to ensure the development of multi-dimensional cultural experiential teaching. Faculty are responsible for achieving key instructional objectives within the classroom, practice teachers collaborate to organize cultural activities to enhance cultural learning and feedback, and experiential base instructors collaborate to interpret and co-construct cultural and historical backgrounds. The multi-dimensional linkage, multi-dimensional integration, leads from point to point to establish a systematic construction of Chinese cultural output.

3.4. Teaching Features of Combining Cultural Stories and Cultural Experiences

First, the Chinese culture is presented through a large number of vivid stories. Create an immersive teaching process with “cloud connection”. Teachers design vivid cultural tales to address the issue of cultural abstraction, increase the enjoyment of cultural explanation and the penetrating power of communication, and enhance the fun of teaching the course. By selecting a large number of classical Chinese cultural stories, the class starts with questions from the classical stories. Through the teacher's narratives, students are encouraged to think, which forms the basis for a cognitive-social-emotional connection. By formulating discussion questions and organizing interactive discussions among students, the teacher summarizes and refines the appropriate cultural connotations and cultural knowledge points to solidify the connection process. Finally, students are given homework assignments and extracurricular reading and discussion sessions based on in-depth reading stories, interactive discussion questions, and other thematic resources to complete the building of their connections to the Chinese culture.

Second, the experience replicates the Chinese culture on multiple levels. Considering the uniqueness of culture teaching, we connect the first classroom with the second and third classrooms to expand the space and time of “cloud connection”. Through the multidimensional and multilevel repetition, simulation and experience of cultural knowledge points in the first classroom, students can subtly learn the Chinese culture through play and establish an effective cognitive-social-emotional connection between students and the Chinese culture. By using scenarios that immerse students in the Chinese culture and let them experience it in a multidimensional way, the teaching goal of “cloud connection” in culture teaching can be effectively achieved. Three kinds of scenarios are created, one of which is the Cloud Classroom Experience. The first is the Cloud Classroom Experience, in which the teacher creates a drama and has the students participate in role-playing. The teacher acts as a “choreographer” to teach the students about the Chinese culture; the second is the Cloud Practice Experience. Combined with the activities of the international students, we offer extracurricular events on traditional culture, tours and exchanges in Zhejiang province today, etc. Teachers guide students to understand the Chinese culture, and a professional production team records the whole activity for students’ online experience. According to the theme of the course, videos of visits related to the Chinese culture are filmed for students to experience online in the cloud.

3.5. Teaching Content of Combining Traditional Culture and Modern Civilization

A series of course videos have been created on the cloud platform, which, against the background of the Chinese dream, present the essence of traditional culture in the past two thousand

years under the four aspects of clothing, food, housing and transportation in the form of course videos. Through creative editing, scripting and seminars, and on-location filming by a professional team, the rhythm of organically integrated Chinese culture is presented, giving learners the visual impact and experience of traveling through China in the clouds. At the same time, it highlights the regional characteristics, introduces the achievements of modern urban management and development, and encourages students to deeply analyze, explore and reflect on the Chinese development model. It tells the story of China and spreads the voice of China in a silent way.

The video course on the cloud platform contains 4 thematic units on clothing, food, housing and transportation, with 2-3 lessons per unit, totaling 10 lessons in Table 1. Each lesson contains three sections: “video instruction”, “cultural history” and “online interaction”. In addition, there is a unique “learning style show” in each module, in which students perform ancient poetry, calligraphy, opera, tea art, cooking, silhouette and costume shows, etc., to deepen students’ traditional cultural experience and improve their comprehension of contemporary Chinese development.

Table 1: Cloud platform topic course video series

Lecture 1	Chinese Silk (China Silk Museum, Hangzhou Wanshili Silk Museum shooting, professional interpretation, interactive activity with silk scarves)
Lecture 2	Chinese Costumes (Chinese costume evolution, Chinese costume show, online fitting, etc., teacher explanation)
Lecture 3	Umbrella and Fan Accessories (Hangzhou umbrella and fan museum shooting, professional explanation, teacher interaction, fan painting interaction)
Lecture 4	A Bite of China (Chinese Cuisine and Culture)
Lecture 5	Longjing tea (China Tea Museum shooting, tea art demonstration)
Lecture 6	Hangzhou Local Food (Hangzhou Cuisine Museum shooting, professional explanation, teacher interaction)
Lecture 7	Campus Life (university campus environment, introduction to disciplines and majors)
Lecture 8	Garden City (Hu Xueyan’s former residence shooting, professional explanation, teacher interaction)
Lecture 9	Smart Life (city brain, modern city governance and development achievements show)
Lecture 10	Water and Land Travel (transportation evolution, modern travel methods, Didi taxi, water bus, sweep travel, etc.)

3.6. Organic Online and Offline Linking of Courses

The specific teaching organization focuses on the organic interaction between online and offline to build effective and efficient cognitive-social-emotional connection paths and strategies. The cloud-based platform publishes a vast quantity of reading materials and resources, prepares activities and relevant questions, offers students with learning opportunities across time and space, and provides a resource base for cultural-historical constructs. The cloud classroom can perform traditional offline classroom functions, conduct formal activities and follow-up activities, focus on interactive group discussions among students, and use interactive teacher-led functions to help students develop a multi-perspective perception and understanding of the Chinese culture in all aspects. The specific structure of the arrangement is shown in Table 2.

Table 2: Form and content of online and offline teaching arrangement

Learning Pathways	Mission Form	Specific Content
Cloud Platform	Teachers Teaching Mission	<ol style="list-style-type: none"> 1. Online publication of teaching materials (including recommended reading lists, syllabi, teaching texts, literature, video footage, etc.) and reflection questions. 2. The teaching videos are 10 lectures covering four topics in the Chinese culture, including Chinese silk, Chinese clothing, China on the tongue, and intelligent life.
	Students Study Mission	<ol style="list-style-type: none"> 1. Reading recommended books, recommended literature, watching instructional videos, etc. 2. Pre-teaching the corresponding chapters of the textbook in accordance with the requirements of the syllabus and the teaching schedule. 3. Complete online practice and test questions.
	Before Class Guided Learning & Thinking Questions	<ol style="list-style-type: none"> 1. How many Silk Roads do you know in China? What is the significance of them? Have you ever heard of the story of “Lei Zu who discovered silkworm and developed sericulture.”? 2. In ancient China, did people of different status dress alike in different dynasties and on different occasions? What kind of differences were there? 3. Since ancient times in China, there has been “southern rice and northern corn”, and different regions have different ingredients and naturally different food habits. What traditional Chinese food do you know? 4. “Land travel by chariot, water travel by boat, mud travel by sled, mountain travel by car” is a summary of the performance of several major means of transportation in ancient times, and now we are in the 21st century in the era of intelligent and convenient, and what kind of way will we travel? What kind of impact will it have on our life?
Cloud Classroom (Virtual offline classroom)	Teachers Teaching Mission	<ol style="list-style-type: none"> 1. Creation of ClassIn classes. 2. Virtual classroom instruction with storytelling. 3. Establish virtual discussion groups, guide each group to use the ClassIn platform to conduct interactive discussions, review, summarize, and record virtual classroom performance. 4. Test the effect of multi-layer virtual culture experience through questions and assignments, and organize students to carry out thematic exchange and reporting; review and summarize.
	Students Study Mission	<ol style="list-style-type: none"> 1. Student reading assignments and video viewing assignments are completed on schedule. 2. Group assignments are completed on schedule. 3. Participation in class workshops where students work on assigned topics. 4. Participating in fieldwork to learn about China, especially the culture of food, clothing, housing and transportation in Zhejiang. 5. Student learning debriefing (with the theme of “My day in Hangzhou”)
	After School Assignments Mission	<ol style="list-style-type: none"> 1. Reading assignments (booklist bibliographies, text chapters, supplementary literature, etc.). 2. Video watching assignments. 3. Written assignments. 4. Self-directed research (a mix of online and offline research on topics of interest to students)

3.7. Course Assessment and Evaluation

As for the relationship between assessment and learning in the middle, there are three types of assessment: assessment for learning, assessment to facilitate learning, and assessment as learning [18]. He [18] states that the role of these three types of assessment should be fully utilized to provide effective feedback for teaching and learning. Ordinary time assessment is another manifestation of the three types of assessment and an important strategy to strengthen the cognitive-social-emotional connection. It mainly includes the performance of communication and interaction in the classroom, the number of video views on the cloud platform, and the performance of the different experience modules offline. In the classroom group discussions, student performance is evaluated based on both the performance of the group as a whole and the performance of each individual to ensure more accurate evaluation of student performance and assess learning readiness. In the experiential modules, student performance is assessed according to their participation in the activities to promote assessment of learning. Finally, a combination of class discussion, assignments, and participation in the experience will determine the usual grade evaluation. At the end of the semester, a questionnaire on students' level of integration with the Chinese culture is completed to serve as a learning evaluation and a guide for students.

4. Case Study

Table 3: Characteristic blended teaching arrangement of chinese dress chapter

Teaching Ring	Specific Content
Cloud Platform Video Learning	<p>Cultural storytelling video + online cloud experience</p> <ol style="list-style-type: none"> 1. Historical and cultural story: Silk Road (Zhang Qian’s mission to the West), explaining the historical background, the twists and turns of the process, highlighting Zhang Qian’s spirit of adventure and the “faith and righteousness” of his friends. 2. The story of farming culture: the origin of silk, the ingenious process of silk production, highlighting the traditional wisdom of the Chinese people. 3. Online cloud experience <p>Online cloud experience 1: visit the Chinese Silk Museum, see the four famous embroideries, see the dragon robe and silk clothing, explain the process of making the dragon robe, show the complexity of the process and the wisdom of the ancient Chinese people.</p> <p>Online Cloud Experience 2: Hangzhou Wanshili Silk Culture Museum, see a replica of the Lady Xin Chou’s plain silk garment, highlighting the superb craftsmanship of ancient Chinese silk making, and the superb skills of contemporary silk making.</p>
Cloud Classroom Student Discussion	<p>Three topics were discussed in groups, with one representative from each group speaking.</p> <ol style="list-style-type: none"> 1. The cultural connotation of the Silk Road and its significance 2. How is the silk processed? 3. Select a silk fabric to evaluate, such as dragon robe, cheongsam, etc. <p>Teacher provides summary guidance. Summarize the economic, social, and cultural values of the Silk Road, highlight the bravery and faithfulness of the Silk Road explorers, and help students construct values based on cultural history. Starting from the processing of silk, it leads to the superior wisdom of ancient Chinese working people and the philosophy of pragmatism, etc.</p>
Cloud Classroom Faculty Lecture	<ol style="list-style-type: none"> 1. Cultural story: Lei Zu sericulture, the teacher tells a vivid and interesting story about the wisdom of the ancient ancestors to turn danger into opportunity and to transform nature. 2. Chinese dress changes: ancient times + dress characteristics of each dynasty, from external dress, explore the inner economic and social background of dress changes, and then elaborate the multicultural logic of dress changes (conservative culture or open culture; secular culture or elite culture, etc.). It also introduces the characteristics of typical costumes such as cheongsam, Chinese tunic suit and Tang suit. 3. Characteristics of Chinese minority costumes <p>Video sharing of the Dragon Boat Festival ethnic minority costume performance to spark students' curiosity. Question: Which ethnic minority costume is the most distinctive? Let students immerse themselves in thinking. Select a dress minority costume and explain it with a cultural story. For example, Bai: Bai costume + three tea performances, explain its symbolic meaning. From costumes, to customs, to culture, to the kernel of spiritual heritage, not only tell the differences between ethnic minorities and Han Chinese, but also highlight the integration and commonality between ethnic minorities and Han Chinese, thus revealing the diversity and integration characteristics of the Chinese nation. It will let international students have a deeper knowledge and recognition of the Chinese culture.</p> <ol style="list-style-type: none"> 4. Wearing Chinese costumes to learn traditional Chinese manners <p>China is a country of etiquette, and dress is the carrier of “etiquette” and a symbol of one's status. Introduce with video: Bowing and prostration rituals. Classroom study: Hail Mary.</p>
Cloud Experience Student Feelings	<p>Student Experience Session.</p> <p>Which dynasty’s costume do you like the most?</p> <p>Scan the QR code and travel to ancient China, allowing students’ avatars to blend in with various ancient costumes and feel the fun experience of putting on ancient Chinese costumes themselves.</p> <p>Post-lesson assignment: Try on traditional Chinese costumes after class and talk about the experience and feelings. Students submit video assignments and text feelings.</p>

We will use “Chinese Culture” Chapter 9 “Costume & Adornment” as an example to illustrate the process of implementing a blended course with cloud connectivity.

In order to achieve the teaching goal of cognitive, social, and emotional connection, we provide a variety of teaching tools ranging from storytelling, discussion, interaction, and virtual experiences to strengthen students’ understanding of the history and knowledge of Chinese costume via the path

of cloud connection and guide them to develop a deeper appreciation of Chinese costume in relation to national communication and culture. The interesting theme design, highly participative and interactive forms, and immersive virtual experiences enable students to combine their own cultural perceptions, eliminate cultural differences, and build a strong emotional attachment to Chinese costume culture. The actual lesson design and arrangement is shown in Table 3.

5. Conclusion

The COVID-19 pandemic has caused great difficulties for international students to take Chinese language and culture courses in China. Teaching on MU class which replaces conventional offline instruction, can fix the issue to some extent, but the lack of face-to-face interaction between teachers and students limits the teaching effect. This paper takes the Chinese culture as an example, deconstructs the underlying logic of Chinese culture courses, and explores the blended online and offline teaching approach of three levels of cognitive-social-emotional connection based on the cloud connection theory. In addition to the fundamental teaching video resources, the cloud platform also creates a series of videos with cultural experiences and cultural practice sessions based on the local characteristics of learning, forming a comprehensive cloud experience module. At the same time, Class In teaching software is used to create a virtual classroom with the good interactivity of an offline classroom, to create a face-to-face virtual cloud teaching environment for teachers and students, and to guide students to complete the course on the Chinese culture through the learning and teaching process by teacher storytelling, student group discussion interactivity in the build-up mode, and teacher reflection and feedback on the multi-layered cloud experience of the Chinese culture. The research findings and ideas in this paper are applicable to the current teaching of Chinese culture courses to international students in China.

Acknowledgement

This paper is supported by a grant from General Project of Zhejiang Education Department “Culture Fusion of International Students and Promotion Path” (Y202249934).

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