Investigation and Research on the Status Quo and Expectation of College Students Learning Behavior under the Online-Online-Offline Hybrid Teaching Mode

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Abstract: With the rapid development of information technology and the Internet, online education, such as SPOC, flipped classrooms and MOOCs, is increasingly used. These online and offline blended teaching models are changing the traditional classroom teaching, students' learning concepts and styles. Based on the investigation and analysis of the current situation of college students' learning behavior under the online-offline blended teaching mode, this paper discusses the current situation of college students' learning behavior under the mode, the influencing factors and the students' expectation in the application of the mode. At the same time, effective suggestions for improving the application effect of this mode are put forward.

With the development of network technology and the wide application of Internet technology, contemporary college students have fully integrated into the Internet era. Many colleges and universities have also begun to reform the teaching mode in conjunction with the Internet, and many courses are implemented online and offline blended teaching. This kind of teaching mode has extremely influenced the contemporary university student's study and development. So how are students doing with this online-to-offline blended learning mode? What do they expect from this model? In view of these problems, the author has carried on the related investigation, with a view to understanding the implementation of online and offline blended teaching courses, students' actual learning behavior present situation and students' expectation of blended teaching mode, and puts forward some suggestions for the further implementation of the model based on the analysis of the survey results.

In this study, data were collected by means of online questionnaires distributed to colleges and universities in a city, among which 145 students participated in the online questionnaire survey, 136 returned valid questionnaires, the effective rate was 93.7%.

The content of the questionnaire is divided into three dimensions, which are: the status of online-offline blended teaching mode, factors affecting the mode, the students' expectations of the mode. Aiming at these three aspects, a total of 19 questions were designed in the survey questionnaire, including single-choice, multiple-choice, and question and answer.

I Analysis of survey results

1. The status quo of the learning behavior of college students under the online and offline blended teaching mode

According to the survey, 62.79% of the students who have implemented the online-offline blended teaching mode are adapted to this mode of teaching. For the advantages of online learning: 65.89% of students think this kind of teaching mode is "convenient to study anytime and anywhere", 57.36% think it "adds another way to study", and 64.34% of the students believe that "courses can be repeated". These are the unique advantages of online and offline blended teaching mode, which is not available in the traditional teaching mode.

In online learning, 65.89% of students "occasionally distracted", only 19.38% of students "occasionally focused", and only 6.2% of students "can completely follow the teacher's ideas". So,

under this mode, the degree of students' attentiveness also has the different degree influence to the student's study validity. Students with strong self-control can basically follow the teacher's ideas to learn the curriculum, while students with poor self-control can occasionally concentrate on learning.

On-line and off-line blended teaching, some students have little or no access to the platform. The top four reasons are: learning is too busy and there is no time; micro-lectures (or videos) are not practical and not very helpful for learning; there is not much teacher-student interaction on the platform; platform content updates are slow and cannot be reflected subject dynamics.

These show that the online-offline blended teaching mode has incomparable advantages over the traditional teaching mode. In this mode of teaching, most students can actively participate and gradually adapt to this teaching mode, but there are still some students for a variety of reasons, does not reflect the advantages of this teaching model.

2. The influence factors of the online-offline teaching mode

For the online-offline blended teaching mode, the important factors which influence the students' learning effect are as follows

Options	Percentage
Inadequate network operation	9.3%
Too many courses and knowledge point	43.41%
Inconvenient to surf the Internet after class	32.56%
Not enough time	14.73%

The result shows that too much course content, inconvenient Internet access and insufficient time will affect the learning effect of online-offline blended teaching mode. The above main influencing factors can be attributed to the following two points: First, the operator's own information technology literacy can’t achieve skilled operation, which greatly affects the effective application of the mode; second, the operating platform is not optimized enough, resulting in complex content, which can’t stimulate students' interest in learning. To a certain extent, it has weakened students' enthusiasm and initiative in learning the course.

In the survey, in response to the question, "what do you think are the drawbacks of online learning? The data are as follows:

Table 1. The data

Options	Percentage
Lack of teachers in online education	28.68%
Slow update of network video resources	48.06%
Lack of communication between teachers and students	81.4%
Others	17.83%

It explains that the biggest disadvantage of online learning lies in the "lack of communication between teachers and students, and followed by the "slow updating of network video resources". In view of these problems, both teachers and platforms should attract attention and improve this disadvantage from multiple perspectives.

In the survey "Which of the following online learning problems do you think is the most prominent?", 11.63% of the students think that online teaching can’t measure the learning effect; 16.28% of the students think that they can’t give timely feedback on the wrong questions; 15.5% of students feel that there is no learning atmosphere in online teaching; 53.49% of the students could not adapt to the online-offline blended teaching mode because of their poor learning autonomy. Therefore, we can know that the platform lacks certain supervision mechanism, the study atmosphere is not enough to attract the students, at the same time, the after-class examination and feedback also has certain promotion space. These have become the factors that affect online and offline mixed teaching models.

3. Students' expectations of online-to-offline blended learning

In a survey of "how online teaching is more appealing to you",50.39% expect "rich teaching resources"; 27.13% expect "teachers' teaching methods are unique and interesting"; and 5.43% expect "platform decoration has more learning atmosphere". These data show that the richness of teaching resources, the way teachers teach and the decorative style of the platform will affect the effectiveness of learning to a certain extent. Rich teaching resources can enhance students' learning autonomy to a certain extent, while teachers' unique and humorous teaching methods can stimulate students' learning interest and improve the effectiveness of learning. The design of the learning platform itself can further create a better learning atmosphere.

II Suggestions for Effective Online and Offline Blended Teaching Mode

Based on the investigation and analysis of the students, the author believes that in order to effectively develop the online-online-offline blended teaching mode and improve the teaching effect of this mode, it should be improved from many aspects, including:

1. At the platform level

The decoration of the platform should highlight the learning atmosphere. According to the psychological characteristics of students 'curiosity, designers stimulate students' learning interest through designing various aspects of the platform. From the questionnaire, we can find that most of the students think that the updating of online video resources is too slow, so the platform should improve the updating speed of online video resources. In addition, the results of the questionnaire show that 80 percent of students feel that there is a lack of interaction between teachers and students and students during the learning process.

Therefore, the platform should try to establish a channel for enhancing communication between teachers, students and students. From the questionnaire we can find that students lack a certain degree of learning autonomy, the platform can establish a corresponding regulatory mechanism to strengthen supervision. At the same time, it can establish a certain reward and punishment mechanism to stimulate students' learning autonomy. Finally, the platform should consider the intuitiveness, convenience and operability of the interface when designing the operation interface, and simplify the operation steps to make it easy for students and teachers to operate on the premise of fully displaying the contents.

2. At the school level

Blended learning is a process that can only be accomplished if the school provides or if the student has access to networked hardware. Otherwise, all online teaching tasks are meaningless. Therefore, schools should provide students with hardware equipment to prevent students from giving up watching video resources due to inconvenience of surfing the Internet. Schools should also vigorously support online and offline blended teaching mode. First of all, continuously improve the quality of the platform and optimize the platform management from the school level; secondly, strengthen the construction of the teaching staff and train teachers regularly in the application of online and offline blended teaching mode and the operation of the platform. In addition, schools should also train teachers in the information technology literacy, so that teachers can operate computer and Internet functions more skillfully.

3. At the teacher level

Based on the results of the questionnaire survey, we found that most students are interested in this course because the teacher's teaching methods are unique and interesting. Therefore, teachers should change their teaching methods and enhance the fun of the classroom. Practicality, enhance students' initiative in learning. In the process of teaching, besides answering students' questions online, teachers should also pay attention to communicating with students offline and solving students' unsolved problems online. Because the students sometimes use fragmented time to carry on the on-line study normally, teachers must pay attention to the classroom efficiency, achieve each

content of online lectures excellence to quickly build a complete knowledge system to quickly build a complete knowledge system for students. Teachers must not only be able to use computers for classroom teaching, but also have a certain understanding of multimedia and network technology, so as to fully explore and use online learning resources to guide students to explore learning, answer questions for students. At the same time, teachers should have certain pedagogical and psychological knowledge, fully understand students' learning needs and interests, integrate students' physical and mental development characteristics to design or choose teaching materials suitable for students' learning, and teaching methods and methods that students like.

4. At the student level

Students are the main body of learning activities. No matter what kind of learning mode, it can’t ignore the main body status of students. As college students, in the online-offline blended teaching mode, first of all, from the aspect of self, we must correct the learning attitude, invest in learning with a positive attitude, and strengthen the self-learning ability and learning consciousness; second, make good use of time, arrange online and offline learning, realize the complementary advantages of online and offline learning, make full use of platform resources, deepen the understanding of knowledge, and broaden their knowledge; third, students must also consciously improve their modern educational technology capabilities to better adapt to the information age.

In short, through research and analysis, it is concluded that with the popularization of the Internet and the development of information technology, more and more universities and even primary and secondary schools should be able to reasonably combine online teaching resources and classroom teaching content. In order to maximize the effectiveness and practicality of the online-to-offline blended teaching model, first of all, we should give full play to the role of teachers' leadership and supervision. On the one hand, teachers should change their teaching methods, keep pace with the times and improve professional quality. On the other hand, they should guide students to improve their learning autonomy. Secondly, the operation of the platform should be simple and convenient, and the content should be rich and varied. At the same time, platform should set up the two-way communication channel to strengthen the communication between teachers and students, and solve the students' problems in time to improve the students' effective thinking. Finally, universities should attach importance to and strengthen the cultivation of normal students' information literacy and computer ability, so that the advantages of blended learning can be brought into full play.

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