

## Explore online and offline teaching, building a hybrid gold course

Yanyan Shi\*, Fei Feng, Huimin Zheng

Qingdao Engineering Vocational College, Shandong, Qingdao, 266000, China

\*Corresponding Author

**Keywords:** Blended teaching; Projectization; Task-driven

**Abstract:** The blended teaching mode based on the Internet background is one of the most popular teaching methods, combining the characteristics of the course, changing ideas, project reverse design, task-driven teaching, and mutual assistance process assessment, and exploring an online project-based teaching method that is substantially equivalent to offline teaching. It not only pays attention to the transfer of knowledge, but also takes into account the fun of the learning process and the systematic nature of ability development. Through the seamless connection of online and offline teaching, actively promote the improvement of teaching quality and build hybrid gold courses.

### 1. Introduction

"Internet + education" has become one of the research hotspots of education, and all majors in vocational colleges and universities are based on the characteristics of disciplines and majors, give full play to the advantages of network resources, and flexibly and diversively carry out online and offline hybrid teaching<sup>[1]</sup>. At present, there is a relatively mature experience in the construction of project-based courses, but there are few studies on the implementation and management of online project-based teaching. Online teaching is a test of the carrying capacity of various network platforms, and it is also a test of teachers' online teaching ability and students' online learning ability.

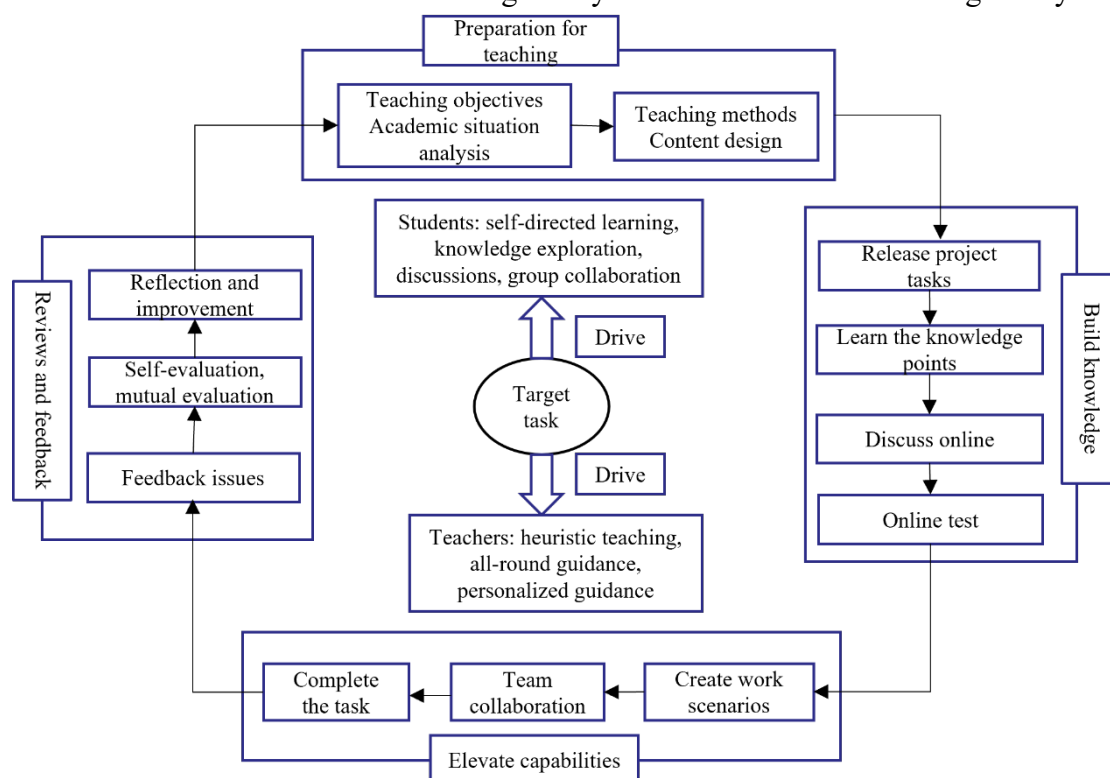


Figure 1 General idea of blended curriculum construction

Through the online teaching platform and offline course practice, taking the automobile marketing course as an example, explore the construction ideas of online and offline hybrid gold courses. Based

on the OBE concept, it aims at the needs of enterprises for compound professionals who integrate theoretical knowledge, practical ability and innovation ability of automobile marketing. Guided by task-driven teaching methods, learning contexts are created and project-based teaching is carried out [2]. The overall instructional design idea is shown in Figure 1.

## 2. Preparation for online teaching

Fully preparing and integrating online teaching resources is the prerequisite for smooth online teaching. Online project-based teaching has the advantages of flexible form and easy team building, but it also has shortcomings such as difficult time control, poor online communication, and negative learning status. In order to overcome these shortcomings, we must change our thinking and prepare for the following three aspects.

### 2.1 Selected online project-based teaching content.

Combined with the advantages of "interactive, community, personalized and dynamic" Internet teaching, we adopt the idea of reverse design projects, take the ultimate goal of the course as the starting point, and think about how to design projects, select content, and organize learning activities. Boldly adopt new models and new teaching methods, base on reality, be prepared, and build online classrooms that are substantially equivalent to offline teaching.

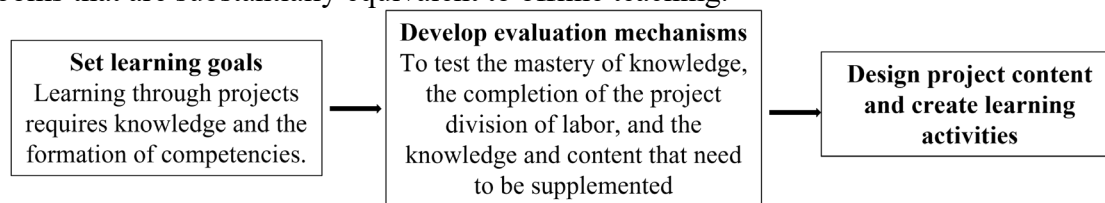


Figure 2: Reverse design project and content

### 2.2 Preparation of software and hardware facilities.

Lack of teaching resources, poor teaching facilities, and unfamiliarity with the use of online platforms are the main difficulties of online teaching. Before implementing online teaching, it is necessary to fully investigate the conditions of students' online learning, and carefully plan online project-based teaching by using the existing equipment at hand. Choose courses with a relatively high degree of fit on the network platform as reference courses, set up new content, add projects, record learning guidance, answer questions live, re-add homework, etc., and establish your own online classroom as soon as possible. Realize all-weather barrier-free communication with students, and become an online anchor without forgetting the original intention of teachers teaching and educating people.

### 2.3 Be mentally prepared.

Online teaching is a new thing for students, and in the face of online learning, it may produce burnout, rational analysis, and coping in advance. Combined with the characteristics of online teaching and the actual situation of students' online learning, tailor-made learning guides for students. The study guide includes practical content such as "what to learn, how to learn, how to obtain learning materials, how to assess and grade, how to contact teachers", and provides timely learning psychological counseling.

## 3. Implementation process of online project-based teaching

Curated content, task-driven, and student-oriented are the foundation for effective online teaching. Taking "meeting students' theoretical learning and practical needs" as the starting point, integrating the advantages of various platforms, expanding the boundaries of the classroom, promoting effective output, and truly realizing "everyone, everywhere, always" learning. In order to avoid boring content, it is necessary to establish a simulated working environment. Open up the disciplinary vision, social

vision, life vision, closely follow the characteristics of the course and the latest cutting-edge trends in the industry and other background of the times, integrate into the virtual work platform, simulate the marketing work environment, and create work scenarios and knowledge application scenarios. Use task-driven guidance for online project-based teaching, guide students to use the knowledge and methods they have learned to solve practical problems, and apply what they have learned.

### **3.1 Set up projects reasonably, introduce courses using graduates' testimonials, and improve learning enthusiasm.**

The course covers all knowledge points in the form of "three modules and seven projects", including knowledge module, practical operation module and ability development module. Taking the cognition of job competence in project 1 as an example, the ability, quality and knowledge required for automobile marketing positions are introduced through job interviews and graduates' testimonials. Set up a discussion board on the online platform "Graduates Talk About Automotive Marketing", introduce the work status of graduates by uploading relevant videos, audios, texts, etc., establish a two-way communication group, and build a bridge between students and graduates through courses. Using the words of peers, rejecting didactic teaching has improved students' enthusiasm and confidence in learning, and truly made "want me to learn" become "I want to learn". Through learning interaction, students on the network can empathize with the experience that if the knowledge is not solid, it will be difficult to do a good job in the future. In this way, students will actively participate in the curriculum, actively respond to project-based challenges, and promote the improvement of learning results.

### **3.2 Use specific tasks to drive project-based teaching, establish a simulated working environment, and create a dynamic online classroom.**

In the implementation of project-based teaching, the guiding ideology is simulated working environment, virtual working platform, and task-driven teaching. Output-oriented, set tasks in the project, guide inquiry-based discussions, and actively "guide" to enhance the "knowledge, interestingness, and feasibility" of the project. When teaching in an online classroom, in order to avoid boring content, it is necessary to establish a simulated working environment. Open up the horizon of discipline, social horizon and life horizon, closely follow the current epidemic characteristics and the latest cutting-edge trends of the industry and other background of the times, integrate into the virtual work platform, and create work scenarios and knowledge application scenarios. Through the teaching method of combining virtual and real reality, students are guided to use the knowledge and methods they have learned to solve practical problems in real life, so as to apply what they have learned and integrate knowledge and action. Continuously tap the learning potential and promote the completion of tasks. The main links of task-driven teaching include: task assignment, knowledge learning, data collection, task execution, task completion (or partial completion, knowledge learning needs to be redone).

### **3.3 Change online project-based "teaching" into "guidance" and actively promote output.**

Theoretical knowledge is studied independently by students in their spare time and given learning guidance. Online teaching is generally the application of theoretical knowledge, and the understanding of theoretical knowledge is deepened in the application. From traditional teaching to a new guided learning model, guiding students to think and find solutions to problems. You can test the learning effect in real time by setting up activities such as preemptive answers, topic discussions, group tasks, and quizzes. By turning the online classroom into a debate competition, students continue to grow and learn from each other's strengths in the debate, which not only increases the understanding of theoretical knowledge, but also exercises the ability of teamwork to solve problems.

### **3.4 Pay attention to students' mental health, actively do a good job in curriculum ideological and political work, and create a warm air classroom in an all-round way [3].**

Add emotionally resonant content to the project to make the knowledge warmer. When setting up live courses and homework, ideological and political elements are subtly infiltrated to carry forward

the spirit of craftsmen and enhance professional quality.

#### **4. Comprehensive assessment methods for online and offline teaching**

Traditional teaching mostly adopts post-curricular exercises, examinations and other post-assessment modes, while online and offline hybrid teaching pays more attention to process assessment. Although the network platform has some procedural assessment tools, in the actual operation process, how to fairly evaluate the performance of the team, evaluate the implementation of the division of labor, and give full play to the feedback, regulation and incentive role of the evaluation requires careful decision-making. A reasonable assessment mechanism will form a positive incentive for the team and guide the correct direction of the project. Taking open and interactive process assessment as the main form of evaluation, the links that fully reflect students' creative thinking and practical ability are introduced into the assessment and evaluation system, and students' comprehensive ability and quality are evaluated from all angles.

##### **4.1 Emphasis on process: determine reasonable evaluation standards according to the evaluation objectives of process evaluation.**

With the goal of the knowledge, ability and quality that students need to possess after the completion of the project, the evaluation criteria are set according to the structural level of knowledge. Through the assessment, promote the unity of teaching content and professional needs, and the teaching process is connected with the production process, which truly reflects the consistency between classroom teaching and practical work.

##### **4.2 Dynamic: pay attention to the implementation of the project in real time and realize the dynamic evaluation process.**

Online teaching can realize dynamic feedback of the teaching process, and supervise the students according to the performance of each member of the project. Compared with teacher supervision, peer supervision stimulates a sense of teamwork and is often more effective. In the process of the project, each student has a virtual identity, and the project leader controls the entire project process and also supervises individual members. After each project is completed, group members and group leaders can view their own points, and in the statistics background, they can see the learning scores of each part of the students, which helps to find out the weaknesses and break them one by one. Students with poor self-control in online learning are easy to fall behind. Through dynamic grasp of the learning situation, carry out process assessment, timely supervision, form a good learning atmosphere of mutual help and mutual assistance, and promote the common progress of each student, each group and even the entire class.

##### **4.3 Combine immediate and qualitative evaluation to promote learning autonomy.**

Qualitative evaluation is adopted for students' learning attitude, enthusiasm for learning, effort, self-learning ability, self-management ability, communication and cooperation ability, and development potential. Focus on the use of randomized assessments, such as immediate evaluation of students' classroom responses, and immediate evaluation as the project progresses. The main function of process evaluation is to immediately evaluate and find problems and solve problems, so as to stimulate students' learning motivation and learning needs, motivate students to independently improve their comprehensive ability and quality, and thus improve teaching quality and teaching effect. In the process of teaching and assessment and evaluation, more attention is paid to the communication and interaction between teachers and students, and the forms and standards of assessment and evaluation are constantly adjusted to make the evaluation more comprehensive, scientific and reasonable. Through team self-evaluation and autonomy, promote the improvement of students' comprehensive ability and quality.

#### **4.4 Use open and interactive Internet evaluation methods to form an incentive mechanism and improve comprehensive quality.**

Taking open and interactive process assessment as the main form of evaluation, the links that fully reflect students' creative thinking and practical ability are introduced into the assessment and evaluation system, giving students the time and space to give full play to their abilities, and evaluating students' comprehensive ability and quality from all angles. Adopt the strategy of appreciation and incentive, and adopt the combination of self-evaluation, group mutual evaluation, and teacher evaluation to give students enough space to refer to excellent solutions and discuss further improvement ideas of their own solutions, so as to truly form their own thinking. This is an innovation in the concept of evaluation, and it is also a good way to promote the influence of students' peers and make progress together.

### **5. Convergence and implementation measures for online and offline teaching**

Planned and purposeful organization and implementation of seamless online and offline teaching, timely reflection, and continuous improvement are the next priorities<sup>[4]</sup>.

#### **5.1 Timely reflection and continuous improvement are the keys to improving the quality of online teaching.**

Online project-based teaching can not only learn the knowledge of other school-related courses with the help of online platforms, but also have a flexible form and make full use of fragmented time. Feedback from students after class shows that most of the students think it is good, very fun, very novel. There are also some students who are not very adaptable and the network is not good, but they will overcome difficulties and try as much as possible. At present, online teaching has entered the stage of gradual adaptation from the initial exploration stage. In the teaching process, listen to students' feedback, self-reflection, and continuous improvement, which helps to improve the quality of teaching. According to classroom feedback, improvements have been made in the updating of teaching content, link settings, combination of fun and practicality, etc., and more attention has been paid to the effective output of students.

#### **5.2 Online teaching is a new experience, teachers and students move offline classrooms to online, turning offline group discussions into online debates.**

However, the novelty of online learning will disappear over time, and in order to avoid this phenomenon, it is necessary to adopt positive reinforcement strategies at the right time to reinforce the motivation to learn. Always encourage students to work hard to learn knowledge and improve their skills no matter when and where. Take ideological and political education as the focus of online and offline links to guide the formation of students' values.

#### **5.3 In order to promote the connection between online and offline teaching, online tests and offline tests are adopted for students' learning content, and comprehensive evaluation of learning effects is carried out.**

According to the differences in students' individual learning effects, formulate offline learning plans, adjust teaching progress, optimize teaching organization forms, and design offline review content at different levels. At the same time, for practical teaching content, content with poor online effect, offline class hours are supplemented in time.

### **6. Summary**

In the process of blended teaching, it is necessary to attach importance to students' main position and stimulate students' enthusiasm for learning and desire to explore. Learning form cannot be a factor affecting learning results, online teaching is an attempt to promote student participation, promote output, and be effective and interesting. Offline teaching is also an important part of blended teaching, as far as automobile marketing courses are concerned, it is necessary to implement the strategy of

going out and bringing in, and build hybrid gold courses. "Going out": out of the classroom, out of the campus, towards the 4S store, towards the international auto show, and arrange practical courses at the forefront of car sales. "Introduction": introduce graduates, introduce excellent sales consultants of enterprises, establish a two-way communication mechanism, and build a bridge between school learning and actual work. Build an integrated online and offline learning environment, with asynchronous MOOC teaching, synchronous classroom learning, and after-class thoughts. To achieve "teaching leadership, learning subject, heavy thinking and politics, and diligent supervision", realize the mixing of online and offline teaching, synchronous and asynchronous teaching, and accurately teach and continuously improve teaching based on big data<sup>[5]</sup>.

## References

- [1] Lili Zhou. "Construction of Online and Offline Hybrid Teaching Mode in Higher Vocational Colleges under the Background of 'Internet +'——Comment on Research and Practice of Online and Offline Hybrid Teaching". *Education Theory & Practice*, Vol.41,no.24,pp.65,2021.
- [2] Huijuan Jiang. "Exploration of Hybrid Teaching Mode Combining OBE Concept and Project-based Teaching". *Computer Education*, no.10,pp.160-164,2023.
- [3] Xiaoyu Kong. "Construction of Ideological and Political Hybrid Teaching Model of Curriculum under the Background of 'Online and Offline Integration' ". *Journal of Hubei Open Vocational College*, Vol.36,no.04,pp.106-107,2023.
- [4] Chunli He. "A Preliminary Study on the Effective Connection of Online and Offline Hybrid Teaching in Higher Vocational Colleges: A Case Study of 'Basic Education for Innovation and Entrepreneurship' of Mudanjiang University". *Journal of Mudanjiang University*, Vol.31, no.11,pp.92-98,2022.
- [5] Tamara J. Brenner. "Establishing partnerships in the process of innovative learning experience". *China University Teaching*, no. 12, pp. 32-35, 2019.