Research on the Transformation of Teacher Role and the Quality Assurance Strategy of Hybrid and Online Teaching

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Abstract: This study aims to explore the relationship between teacher role transformation and blended, online teaching quality assurance strategies. Firstly, the importance of teacher role transformation was introduced, including the conflict between traditional concepts and modern needs, as well as the significance and impact of the transformation. Then an overview of blended and online teaching was provided, providing a basis for subsequent discussions. Next, the application of teacher role transformation in blended and online teaching was explored, including the role of teachers in this teaching model, the responsibilities and abilities required by teachers, and the impact of transformation on teacher professional development. Subsequently, strategies for transforming the role of teachers and ensuring the quality of blended and online teaching were proposed, including changing the role from a lecturer to a guide, integrating online and offline teaching resources, providing effective online learning support and evaluation mechanisms, and optimizing learning outcomes and student satisfaction. This study aims to provide guidance and reference for the transformation of teacher roles and teaching quality.

1. Introduction

With the rapid development of information technology, blended and online teaching has gradually become a hot topic in the field of education. This teaching model not only provides students with more flexible and convenient learning methods, but also poses new challenges and requirements for the role of teachers. The traditional role of a teacher is mainly that of a lecturer, emphasizing the authority and knowledge transmission ability of the teacher. However, in blended teaching, the role of a teacher needs to be transformed into a guide for learners, focusing on guiding and stimulating students' learning interests and abilities.

This article aims to investigate the relationship between teacher role transformation and blended and online teaching quality assurance strategies. Through the exploration of this study, we hope to deepen our understanding of the relationship between teacher role transformation and blended, online teaching quality assurance, and provide corresponding guidance and inspiration for educational practice.

2. The importance of changing the role of teachers

2.1 The Conflict between Traditional Concepts of Teacher's Role and Modern Needs

The traditional concept of teacher roles conflicts with the needs of modern students. In traditional concepts, teachers are regarded as knowledge imparters and representatives of authority, mainly playing the role of lecturers[1] . However, modern students place greater emphasis on self-directed and cooperative learning, hoping to participate in the teaching process and unleash more initiative and creativity. The conflict between traditional concepts and the needs of modern students makes the transformation of teacher roles crucial.

2.2 The significance and impact of teacher role transformation

The transformation of teacher roles is of great significance for promoting students' active participation and deep learning. When teachers transition from traditional lecturers to learners' mentors, they will pay more attention to stimulating students' learning interests and abilities, encouraging them to learn and explore independently. The role transformation of teachers can encourage students to think more deeply about problems and cultivate critical thinking and problem-solving abilities[2] . This transformation helps cultivate students' innovation and lifelong learning abilities, enabling them to adapt to rapidly changing social and professional needs. The impact of teacher role transformation on the education system and teaching quality cannot be ignored. By changing roles, teachers can better meet students' needs and expectations, and improve their learning outcomes and satisfaction[3]. At the same time, the transformation of the role of teachers can also promote educational reform and innovation, and promote the improvement of teaching quality. Teachers become guides for learners, able to design and implement personalized teaching activities based on students' characteristics and needs, thereby improving the pertinence and effectiveness of teaching.

In summary, the transformation of the role of teachers is of great significance for meeting the needs of modern students, promoting their active participation and deep learning, and improving the education system and teaching quality. Teachers should actively change their role concepts, continuously improve their teaching abilities and professional qualities, and adapt to the development and changes of education with the times.

3. Overview of hybrid and online teaching

Blended and online teaching, also known as blended teaching or blended learning, is a teaching mode that combines traditional face-to-face teaching with online teaching. In this mode, teachers conduct teaching activities through both offline classrooms and online platforms, fully utilizing online educational resources and technical tools, complementing each other online and offline, and providing a more flexible and personalized learning experience.

Students can flexibly switch between offline and online learning based on their own time and location limitations, and engage in learning and teaching activities anytime, anywhere. Through the self-learning resources and learning tools provided by online platforms, students can learn according to their own learning progress and interests, achieving personalized learning paths and methods[4]. Collaborative learning, remote discussions, and group projects can be carried out among students to promote communication and cooperation among them. The online platform provides rich and diverse teaching resources, including teaching videos, online exercises, interactive games, etc., enriching teaching content and methods, and enhancing the fun and attractiveness of learning.

4. The application of teacher role transformation in blended and online teaching

4.1 The Role of Teachers in Hybrid and Online Teaching

In blended teaching, the role of teachers has undergone certain changes. Compared to traditional face-to-face teaching, teachers need to play more roles in blended learning[5]. Teachers need to design and adjust teaching plans and activities for blended learning. They need to consider how to integrate online and offline teaching resources and learning environments, so that students can learn in different scenarios, while also paying attention to the arrangement of teaching tasks, duration, and progress. Teachers play a role in guiding and guiding students' learning in blended learning. They can encourage students to learn independently, guide them to explore and discover knowledge, answer students' questions, provide learning guidance and feedback, and help students better complete learning tasks. Teachers need to manage students' learning processes and outcomes. They can use teaching management systems to track students' learning progress, collect their homework and evaluation results, timely understand students' learning progress and needs, and provide feedback and communication with students. Teachers need to coordinate in both online and offline teaching environments to ensure smoother connection and integration of learning processes and resources[6]. They can use online platforms and tools to organize student discussions, collaborations, and interactions, create learning communities, and promote communication and cooperation among students. Teachers need to evaluate and provide feedback on students' learning. They can evaluate students' mastery and learning outcomes based on their performance in blended learning, and provide timely evaluations and suggestions. Teachers can combine online and offline evaluation tools and methods to comprehensively consider students' various performance and abilities.

The role of a teacher in blended learning is not only a knowledge imparter in traditional teaching, but also a designer, mentor, manager, coordinator, and evaluator. Teachers need to constantly adapt and update their teaching concepts and methods to better adapt to and lead the development of blended learning.

4.2 Teacher's responsibilities and ability requirements in blended and online teaching

Teachers need to design and prepare teaching content, textbooks, and activities based on teaching objectives and student needs. They also need to adjust teaching strategies and resources based on the characteristics of the teaching platform to ensure the effectiveness and adaptability of teaching. We need to guide students to participate in the process of blended and online learning. They should encourage students to actively participate in discussions and interactions, promote self-directed and collaborative learning, provide learning support and guidance, and timely feedback on students' learning outcomes and progress[7]. Teachers need to be familiar with and proficient in using hybrid and online teaching platforms, including teaching management systems, online communication tools, and learning resource libraries. They should also master teaching techniques, be able to solve technical problems encountered by students and themselves during the use process, and provide timely technical support. Teachers should pay attention to students' learning and emotional needs, and provide them with necessary learning support and guidance. They should actively communicate with students, answer their questions, solve academic and psychological problems, and provide support for learning and life. Teachers should actively participate in the learning and research of educational technology, continuously improve their professional abilities and teaching level. They should pay attention to the latest development and research results of blended and online teaching, continuously update teaching concepts and methods, and improve teaching effectiveness and student satisfaction.

4.3 The Impact of Teacher Role Transformation on Teacher Professional Development

The transformation of teachers' roles in blended learning not only has a significant impact on teaching quality and student learning outcomes, but also has a positive impact on teachers' professional development. Firstly, the transformation of teacher roles has enabled teachers to enhance their teaching skills and educational concepts. Teachers need to pay attention to students' learning needs and characteristics, and design and implement personalized teaching activities[8]. Through practice and reflection, teachers can continuously improve their teaching skills and methods, and flexibly respond to diverse teaching needs. Secondly, the transformation of teachers' roles has promoted their professional growth and academic research. When teachers are no longer just imparters of knowledge, but guides for learners, their research and exploration of educational theory and teaching methods become more in-depth and systematic. Teachers continuously improve their professional literacy and academic level through communication with peers and participation in academic research. In addition, the transformation of teachers' roles has a positive impact on their career development and promotion. The promotion and application of blended teaching mode requires teachers with relevant technical and teaching abilities. Therefore, by changing their roles and improving their teaching abilities and professional qualities, teachers will gain more opportunities and rewards in their career development and promotion.

By changing their roles and enhancing their teaching abilities, teachers can better adapt to the needs of blended learning, improve teaching quality and student learning outcomes, and also lay the foundation for their career development and promotion. Teachers should actively embrace new teaching models and development trends, continuously improve their professional literacy and abilities, and provide better educational services for students.

5. Teacher Role Transformation and Hybrid, Online Teaching Quality Assurance Strategies

5.1 Role transformation of teachers: from lecturers to guides

As guides, teachers need to help students actively participate and play a leading role. Teachers encourage students to ask questions, guide them to explore and discover knowledge independently, and cultivate their self-learning ability and critical thinking. Teachers emphasize students' participation and cooperation in teaching design, and stimulate their learning interest and enthusiasm through discussions, group activities, project exploration, and other methods[9].

In order to achieve this transformation, teachers need to be good at guiding students to think and explore, questioning skills, and the ability to guide learning. Teachers should help students establish learning goals, guide them in developing learning plans, and provide feedback and guidance to maintain a positive learning attitude and motivation during the learning process; By creating interesting learning situations, introducing real cases, and practical activities, students' interest in learning and desire for active learning are stimulated. Teachers can use multimedia and gamified teaching methods to enhance the attractiveness of courses and increase students' engagement in learning; Due to the varying learning schedules and styles of students, teachers need to provide personalized learning support. Teachers should understand students' learning needs and characteristics, and provide customized learning resources, learning suggestions, and academic guidance based on their situation.

5.2 Integrating online and offline teaching resources

In blended and online teaching, teachers need to integrate online and offline teaching resources to provide more diverse learning experiences and opportunities. Teachers can utilize the rich

teaching resources provided by online teaching platforms, such as teaching videos, e-books, online courses, etc., to enable students to learn independently and acquire knowledge through online learning platforms. At the same time, teachers also need to incorporate offline practice, experiments, case studies, and other teaching activities into blended learning to promote students' application of knowledge and improvement of practical abilities. By integrating online and offline teaching resources, teachers can provide more diverse and flexible learning resources to meet students' different learning needs and styles. Students can choose suitable learning resources based on their interests and learning progress, which increases the flexibility and personalization of learning. At the same time, online teaching platforms can also provide more interactive and collaborative learning methods, encourage communication and cooperation between students, and promote student interaction and joint learning. Integrating online and offline teaching resources can also increase students' learning engagement and motivation. Through the diverse learning resources provided by online learning platforms, students can actively choose learning content based on their interests and learning needs, increasing their initiative and enthusiasm for learning. At the same time, offline practical activities can also stimulate students' learning interest and motivation, making learning more practical and practical.

5.3 Provide effective online learning support and evaluation mechanisms

In order to support the effective implementation of online learning, teachers should provide timely and effective online learning support and evaluation mechanisms. Teachers can use online platforms and tools to provide real-time academic and psychological support to students, answer their learning questions and confusion, and provide guidance and suggestions. Through online discussions, instant chats, and other means, teachers can have real-time communication and feedback with students, helping them overcome learning barriers and improve learning outcomes. In addition, teachers should also establish clear learning objectives and evaluation criteria, and use online tools to evaluate students' learning outcomes. Teachers can set up online assignments, quizzes, discussions, and other forms of evaluation to evaluate students' academic performance through their homework performance, participation, and quality. At the same time, teachers should also provide detailed feedback and suggestions to guide students in further learning and improvement. Through timely evaluation and feedback, teachers can understand students' learning progress and problems, and take corresponding measures to adjust and improve, improving students' learning outcomes.

An effective online learning support and evaluation mechanism can provide students with necessary support and guidance, help them better adapt to the online learning environment, and improve learning effectiveness [10]. At the same time, through the evaluation of students' learning outcomes, teachers can also understand the effectiveness and problems of teaching, reflect and improve in a timely manner, and improve the quality and effectiveness of teaching. Therefore, providing effective online learning support and evaluation mechanisms is an important part of achieving high-quality online education.

5.4 Improving student satisfaction and optimizing learning outcomes

In blended and online teaching, improving student satisfaction and optimizing learning outcomes are key issues that teachers need to focus on. Firstly, teachers can promote communication and cooperation between students and between students and teachers by establishing discussion forums, online interactive classrooms, and other means. Forums can provide students with a platform for discussion and exchange, allowing them to share their learning experiences, answer questions, or raise questions. Online interactive classrooms can provide a real-time interactive environment,

allowing students to interact, ask questions, and answer questions with teachers and other classmates in the classroom. Through these exchanges and collaborations, students' sense of participation and belonging will be enhanced, thereby improving their learning effectiveness and satisfaction. Secondly, teachers should design personalized learning tasks and evaluation methods based on students' learning needs and interests. Personalized learning tasks can be designed differently based on students' learning abilities and interests, allowing each student to learn within their own learning range. At the same time, personalized evaluation methods can adopt diverse evaluation methods based on students' learning characteristics, such as project assignments, group projects, online tests, etc., to comprehensively evaluate students' learning outcomes. Through such personalized design, students will be easier to understand and master knowledge, improve learning effectiveness and satisfaction. Teachers can also provide diverse and interesting learning experiences to attract students' attention and enhance their interest in learning. For example, teachers can use multimedia resources, laboratory simulations, gamified learning, and other methods to enrich teaching content and stimulate students' learning enthusiasm and motivation. At the same time, teachers can also encourage students to participate in practical activities, discuss case studies, and other practical applications of learning, so that students can apply the knowledge learned in practical problems, improve the effectiveness and satisfaction of learning.

6. Conclusion

With the development of technology and the updating of educational concepts, blended and online teaching has become an important component of modern education. The transformation of teacher roles is closely related to the quality assurance of blended and online teaching. As guides, teachers can improve students' learning outcomes and satisfaction through active instructional design, personalized learning support, and timely evaluation feedback. At the same time, educational institutions and schools also need to provide corresponding support and resources to ensure the quality of blended and online teaching. Only through the joint efforts of teachers and educational institutions can high-quality development of blended and online education be achieved.

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