

Discussion on Other Issues of Computer-based Online and Offline Integration of Sino-Australian TAFE Courses under the Mixed Teaching Mode

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Abstract: The blended teaching mode, integrating online and offline elements in Sino-Australian TAFE courses, has played an increasingly prominent role in educational practice. However, several challenges have emerged in its application. This study delves into these issues, focusing on student self-directed online learning, assignment grading, teachers' online teaching and research activities, teaching evaluation, and teaching monitoring and management. By exploring methods and paths for blended teaching activities, this paper aims to provide further theoretical analysis and practical approaches for constructing a blended teaching model. By integrating online and offline elements, TAFE teachers are encouraged to adopt a more student-centered approach, utilizing online platforms such as Superstar Learning and MOODLE to publish teaching resources and assign autonomous learning tasks. This blended teaching model not only meets students' learning needs but also cultivates their autonomous learning abilities, ultimately improving teaching quality. Additionally, the blended model for assignment grading enhances student motivation and efficiency while reducing teacher workload. Similarly, teachers' online teaching and research activities have undergone significant changes, reflecting the deep integration of technology in education. Overall, this study offers valuable insights into the effective implementation of blended teaching in Sino-Australian TAFE courses.

1. Introduction

The hybrid teaching mode combines the advantages of online and offline teaching, and can improve the quality and effect of teaching. Therefore, in the teaching practice of TAFE course in China and Australia in this study, the hybrid teaching mode of online and offline integration has also played an increasingly prominent role, but there are also some other problems in practical application. In this study, we will focus on the problems of students' Online Autonomous Learning, homework correction, teachers' online teaching and research activities, teaching evaluation, teaching monitoring and management, and explain the methods and paths of online and offline hybrid teaching activities of TAFE courses in China and Australia, so as to provide further theoretical analysis and practical methods for the construction of hybrid teaching mode.

2. Students' Online Autonomous Learning

Autonomous learning is an active and constructive way of learning. In this activity, students can determine their learning goals and self-regulate the learning process, so as to deeply understand and master the teaching content, and actively construct their own knowledge system. In order to adapt to the development of online and offline blended teaching, it is urgent to cultivate students' autonomous learning ability. In the teaching of TAFE course, according to the needs of the mixed teaching mode, teachers no longer blindly adopt the "cramming" teaching method, but should set aside some time for students' autonomous learning. This teaching method can not only cultivate students' independent thinking ability and self-management ability, but also improve students' learning interest and enthusiasm [3].

As we mentioned in another paper on the construction of Hybrid Teaching Mode in this study, we are based on online teaching platforms such as superstar learning link and Moodle. Teachers can publish teaching resources on the platform before, after and during class, and assign autonomous learning tasks for students to complete. These teaching resources can be downloaded online by teachers according to teaching needs, or self-made by teachers in combination with students' learning characteristics. Students can choose their own teaching resources according to their learning habits and learning needs, and can also adjust their learning progress according to the specific learning situation in the learning process.

However, in the process of autonomous learning, students may be interfered by message pop ups and push of other applications such as wechat and QQ. At this time, teachers need to supervise, carry out classroom patrol for autonomous learning in class, and timely remind or stop activities unrelated to online learning. In addition, students' problems and doubts encountered in the process of autonomous learning should be assisted. However, teachers should not directly help students solve relevant problems, but help students learn to think and solve problems by enlightening guidance. Of course, the result oriented method can only be used to supervise the autonomous learning behavior before and after class, that is, to correctly complete the specified tasks within the specified time. Through online teaching platforms such as superstar learning link, teachers can intuitively and clearly understand students' autonomous learning situation, so as to focus on explaining and discussing students' weak links in subsequent classroom teaching.

In short, through the online self-learning teaching activities, the Sino Australian TAFE course can better meet the learning needs of students, cultivate students' self-learning ability, and improve the teaching quality.

3. Homework Correction

To build a hybrid teaching mode of online and offline integration, and the homework marking method of TAFE course also changes accordingly. The traditional method of correcting homework is inefficient and teachers' burden is heavy, so it is unable to feedback students' learning situation timely and effectively. The application of modern information technology in teaching makes automatic correction possible. With the support of superstar and other related teaching platforms or software, teachers can quickly correct homework and improve the efficiency of correction [5].

For example, online homework correction on Moodle platform can be done in the following ways: teachers log in to the platform, click "add an activity or resource" in the course, and select "file upload". Then set the deadline and scoring criteria for the assignment. After students upload their homework, teachers can see the list of homework submitted by students in the course page, select homework and click it to enter the view and download page of students' homework. Teachers can view the assignments submitted by students and download them for correction. Teachers can add comments; score, set grades, etc. when correcting homework, and can save information about

the correction results or grades. After submitting their homework, students can view their grades, as well as the teacher's correction records and comments. Of course, general objective assignments can be automatically corrected, including multiple-choice questions, blank filling questions, translation questions, etc. For example, the online homework correction on superstar platform is also similar. Teachers log in to Xuexitong, click the course cover, enter the "homework" function key, click the "view" function key, and click the "review" function key, which can be manually reviewed, and general objective questions can also be automatically corrected by the platform. If it is unqualified, you can also click "redo back".

In addition, online teachers can also interact with students through comments, messages and other ways, timely adjust the scheme of online Q&a counseling, provide direct and accurate feedback for students, and let students know where the problem is, timely check for omissions, fill vacancies and correct errors.

Through online homework correction, teachers can use the platform data to classify and summarize common problems, and strengthen training and explanation for students' lack of knowledge or weak points in homework, so as to improve the quality of teaching. At the same time, it also meets the students' needs for error analysis and repeated practice, and further consolidates the knowledge they have learned. Of course, for some assignments that need traditional offline correction, such as manual design, handicrafts, etc., TAFE teachers will require students to submit the offline summary of assignments to teachers or designated revisers, review students' assignments one by one by formulating some standardized scoring standards and assignment formats, and provide comments and comments through online feedback. Common problems will be explained in class.

In order to ensure the quality of homework design, arrangement, correction, feedback, explanation and other links, the TAFE teaching and research group also prepares lessons collectively, analyzes the teaching and learning situation, reasonably arranges students' homework in layers, carefully arranges homework and carefully corrects each homework, timely finds and pays attention to students' lack of progress, so as to improve the teaching effect.

To sum up, the online and offline integrated homework correction mode is an important part of TAFE hybrid teaching reform. This homework correction mode not only improves the enthusiasm of students to complete homework, but also improves the teaching efficiency and relieves the working pressure of teachers.

4. Teachers' Online Teaching and Research Activities

With the construction of the hybrid teaching mode of online and offline integration of TAFE courses between China and Australia, teachers' teaching and research activities are also undergoing profound changes. It is a new attempt to explore the teaching and research mode under the new situation of educational informatization.

The purpose of online teaching and research activities is not limited by time and space. Relying on superstar and other network platforms, teachers can carry out teaching and research activities anytime and anywhere. This can not only increase the intensity of teaching and research activities, but also improve the timeliness of teaching and research activities. At the same time, online teaching and research through continuous interactive exchanges, teachers can better understand and master the teaching content and teaching methods. The ways in which teachers carry out online teaching and research activities are discussed as follows [2].

First is online collective lesson preparation. This is a common way of teaching and research activities. Teachers discuss collectively and formulate teaching plans and strategies through teaching platforms, QQ, wechat and other group building methods. Under the hybrid teaching mode,

online collective lesson preparation can ensure the continuity and consistency of online and offline teaching content. Teachers discuss teaching topics, contents and methods at anytime and anywhere to ensure that online and offline teaching can achieve the expected teaching goals. In the Sino-Australian TAFE course, teachers broke the time and space constraints, prepared lessons together online, discussed how to combine the high-quality resources in the Australian Vocational Education and training package with the teaching needs of the Chinese side, deeply understood the differences in teaching characteristics between the two sides, and clarified the teaching objectives and contents, so as to develop more targeted teaching programs.

Second is to share resources online. Teachers need to share more resources under the mixed teaching mode. Online teaching requires teachers to make teaching videos, courseware and other digital resources. When teachers conduct online teaching and research activities, sharing these resources through the network can not only reduce duplication of labor, but also improve the efficiency of resource use. In the China Australia TAFE course, teachers from both sides share their teaching resources, teaching experience and technology through online sharing, such as Australia's tourism professional skills standards, industry experience, online courses, and China's teaching objectives and curriculum standards, so as to help Chinese and Australian teachers adopt better teaching methods and strategies.

Third is online and offline cooperative teaching and research. Online teaching and research also has its limitations. For example, teachers lack the atmosphere and state of direct face-to-face communication and discussion like offline teaching and research. Therefore, online teaching and research needs to be combined with offline teaching and research to complement each other and form an online and offline cooperative teaching and research mode. Cooperative teaching and research is an effective way of teaching and research activities under the mixed teaching mode. Teachers divide their work and cooperate through the mode of online and offline combination. One person hosts, one person assists, or several people discuss and formulate a teaching task or form an effective teaching method. In the teaching of TAFE course, Chinese and Australian teachers combine the Australian teaching and research methods and styles and the Chinese teaching and research methods and styles through cooperative teaching and research, which not only improves the quality of teaching and research, but also promotes the professional growth and development of teachers from both sides.

5. Teaching Evaluation

Teaching evaluation is the synthesis of the evaluation of teachers and students. It is the evaluation of the whole teaching process, including the evaluation of teaching content, teaching methods, teaching resources, teaching effect and so on. It is an important link in the process of blended teaching. Its purpose is to improve the teaching and learning effect, adjust the teaching strategy, ensure the teaching quality, and realize "promoting learning and teaching with evaluation".

Limited by space, this study mainly discusses student evaluation. The traditional teaching evaluation method of TAFE course is mainly summative evaluation, that is, students are evaluated mainly according to their final grades. However, with the application of the hybrid teaching mode of online and offline integration, teaching evaluation also needs to adapt to this new teaching mode and adopt multiple evaluation methods to conduct diversified evaluation on students' learning [4].

The teaching evaluation method of online and offline integration of TAFE courses in China and Australia is divided into online evaluation and offline evaluation. Online evaluation is mainly based on the evaluation methods of superstar, Moodle and other platforms, including students' learning process, statistics and test results of each link on the teaching platform. For example, superstar and Moodle platform systems will automatically record student attendance, online time, watching micro

lectures or videos, question and answer and discussion, test and homework scores and other data. These data come from the objective records of the computer and accurately show the students' online learning situation. Offline evaluation is mainly based on Teachers' observation or recording of students' performance in the classroom, including students' participation in the classroom, the completion of classroom tasks, and test scores at various stages of the semester. Most of these data are derived from teachers' subjective judgments, and can also generally show students' learning in the classroom. Finally, through the combination of online and offline evaluation results, a comprehensive evaluation of students is finally formed.

It can be seen that online evaluation has the characteristics of real-time and objectivity, which can automatically and effectively reflect the actual learning process and situation of students; The offline evaluation makes up for the deficiency of online platform evaluation by teachers' subjective observation and judgment, and understands students' learning from different perspectives. By combining the two, the online and offline integrated teaching evaluation method can more accurately evaluate students' learning status [1]. Therefore, in the teaching of TAFE courses in China and Australia, the teaching evaluation method of online and offline integration is an indispensable part of the mixed teaching mode.

6. Computer-based Online Teaching Monitoring and Management

Compared with traditional offline teaching supervision, online teaching quality monitoring without time and space constraints is facing greater challenges. Therefore, TAFE course teaching needs to improve the quality monitoring and guarantee system of online teaching to ensure the quality and effect of online teaching. This includes the formation of a reasonable and effective online teaching supervision system, the adoption of timely and effective online teaching feedback methods, the continuous improvement of teachers' online teaching ability and quality, the rational use of online teaching platforms and tools, and the creation of high-quality online teaching experience [6].

Under the mixed teaching mode, in order to ensure the online teaching quality monitoring of TAFE courses in China and Australia, the school has specially formulated the implementation measures for the online teaching quality monitoring, and arranged and deployed the online teaching quality monitoring and supervision management to ensure the orderly development of online teaching.

First of all, the college organized pre class meeting training for teachers from both China and Australia in TAFE courses to ensure that teachers have a unified teaching attitude, are fully prepared before class, master the operation of online platforms, reasonably arrange the online teaching process, and interact with offline real-time integration, effectively ensuring the quality of Online teaching.

The second is to establish a two-level supervision system between the University and the college. The supervision members enter superstar learning link, Tencent conference, Moodle and other online teaching platforms to carry out the supervision of online lectures. They collect and deal with the teaching situation and problems found in the online teaching process by instantly learning about the current classroom platform use, teacher-student attendance, teaching methods, classroom interaction, curriculum resource utilization, etc., and timely feedback the evaluation information of class attendance to the teachers, so as to ensure the homogeneity and equivalence of online and offline teaching.

Thirdly, the college organizes a mid-term teaching inspection Symposium around the 10th week of each semester. The TAFE teaching and Research Office convenes student representatives and teachers to have an online and offline teaching discussion to focus on feedback and deficiencies; At

the end of the semester, the statistics, inspection and supervision of teachers' online course construction and teaching activities are carried out, mainly through accessing the background data of superstar learning link or Moodle and the feedback information submitted by teachers and students, to accurately reflect the teaching status of teachers this semester.

7. Conclusions

To sum up, based on the teaching process of online and offline integration of Chinese and Australian TAFE courses, we discussed the problems existing in students' Online Autonomous Learning, homework correction, online teaching and research activities, teaching evaluation and online teaching monitoring, and discussed the corresponding feasible methods and Implementation Paths, which further consolidated the theoretical and practical foundation for exploring and constructing the hybrid teaching mode of online and offline integration of Chinese and Australian TAFE courses.

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