# Research of Online and Offline Blended Teaching Mode Oriented to Improve Learning Effects

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**ABSTRACT.** In order to improve the learning effect, the blended teaching mode of online and offline is researched. The article proposes teachers should update concepts, establish a good teacher-student relationship with students, provide more opportunities for students and other viewpoints. Finally, the teaching effect is evaluated through questionnaires.

**KEYWORDS:** Learning effect, Blended teaching, Teaching evaluation

## 1. Introduction

With the deep integration of information technology and education, online teaching has received more and more attention and recognition. At the beginning of 2020, impact of novel coronavirus pneumonia on normal school and classroom teaching in Universities , the Ministry of Education issued the "Guidance on the Organization and Management of Online Teaching in Colleges and Universities during the period of Epidemic Prevention and Control", requiring that the government, colleges and universities and the society should participate in the online teaching during the epidemic prevention and control period, so as to realize "classes suspended but learning continues". So far, online teaching has once again entered the public view [1]. However, the facts have proved that there are many problems in pure online teaching, such as teachers lack effective management and control of students, students are not focused in class, sometimes the network gets stuck, and the classroom interaction effect is poor. Eventually, students' learning is not up to expectations. Therefore, how to combine online teaching with offline traditional teaching, how to focus on students, integrate the advantages of the two, and maximize students' learning effect is extremely urgent.

## 2. The Instructional Design of Blended Teaching Mode

Instructional design is to obtain optimized teaching effects as the goal, it is a strategy to solve instructional problems from the aspects of instructional analysis, instructional process and characteristic innovation[2]. As a teacher, in the face of a blended teaching mode that combines online and offline teaching, how to design teaching is a question worth exploring. First of all, instructional design needs to figure out "why to learn" and master students' learning needs and learning goals. Teachers should clearly tell students the importance of this part of knowledge, the necessity of learning, key points, and difficulties, etc. Second, instructional design needs to figure out "How to learn". For a knowledge point, how to teach it to students in a way that students can easily accept,what part of online teaching should be undertaken and what needs to be done offline. Finally, comprehensive evaluation is made of the teaching effect to revise and perfect the existing instructional design.This paper takes "practice of Automobile Marketing" as an example. The teaching objectives of this chapter: First, understand the meaning and functions of 4S in 4S stores, and master the car sales process of 4S stores. Second, understand the matters needing attention in each link of the sales process and master the introduction of six directions around the car. Among them, the automobile sales process of 4S stores is presented through the flow chart on PPT, which is clear and easy to understand and memorize. the introduction of six directions around the car is taught by video.Through the video learning, students can easily master the introduction method of six directions around the car. The video is uploaded to the course platform in advance, so that students can study before class. In class, students choose a car model they are most familiar with and introduce it with the six-way car introduction method to test their mastery of this knowledge. Students will be given face-to-face guidance and explanation of problems in the process of reporting, so as to achieve the purpose of students truly mastering. Through the combination of online and offline, blackboard and multimedia courseware, etc. it can mobilize students' interest and

increase students' classroom participation, so as to achieve the purpose of improving teaching effects.

## 3. The Implementation of Blended Teaching Mode

To improve the learning effect of students, the most important thing is to carry out the teaching concept of "student-centered" [3]. Teachers update their ideas, change roles, establish a good teacher-student relationship with students, provide students with more opportunities and platforms for self-exhibition, the teaching content is not limited to textbooks, which will help improve the teaching effects.

### *3.1 Teachers Should Update Their Ideas and Change Their Roles*

At present, most college students grew up in the era of China's mobile Internet. Most of them have broad vision, spiritual freedom, open minds, and have more channels to acquire knowledge. As a teacher in the new era, you must not only have profound knowledge, but also have advanced educational concepts, future awareness and future vision, and it is your responsibility to bring up all-round development, innovative spirit and creative ability [4]. In addition to updating teaching concepts, teachers must also change their own roles. The traditional "cracking duck" education is no longer suitable for today's university classrooms. Through the online and offline teaching mode, students can learn by themselves in advance through the course platform and resources on the Internet. In class, the role of the teacher should not be pure knowledge transfer, but should be the guide, facilitator, and inspirer of the student. Let students truly become the main body and center of teaching and actively participate in the classroom [5].

### *3.2 Teachers Should Establish a Good Teacher-Student Relationship with Students*

As a teacher, you must not only have a wealth of knowledge and excellent teaching level, but also need to establish a good relationship with students. A study showed that students' interest in a course is directly proportional to students' love of the instructor. Therefore, a good teacher-student relationship is essential to improve learning effect. However, the following points are conducive to establishing a good teacher-student relationship: First, teachers should build themselves well. The teachers should master the course content and try their best to expand their scope of knowledge. If you pass a drop of water to a student, you must have a bucket of water. Second, remember the names of students as quickly as possible. In the class, calling the name directly is better than not naming the surname. When the teacher memorizes and calls out the student's name casually, the student will feel that he has been valued and respected, and it is easy to have a sense of intimacy and trust in the teacher, thereby generating more goodwill. Third, teachers should pay attention to the art of speaking and be good at encouraging and praising students. For students who perform well in class, praise them timely. For students who perform poorly, try to catch other aspects of the students' shining points and encourage them timely. In this process, let the students feel the teacher's sincerity and heartfelt love for the students. Shorten the distance with the students, the teaching effect will naturally be improved.

### *3.3 Teachers Should Provide Students with More Opportunities to Show Themselves*

The combination of online and offline teaching can improve learning effects through self-exhibition of students. Teachers can set up "solo show" and "group show" according to different knowledge points. Take the course of Automobile Marketing as an example. When it comes to the "product life cycle curve", students are asked to explain the characteristics of each stage of the product life cycle, and what kind of product strategy enterprises should adopt according to the characteristics of this stage, and explain through cases. Through the "solo show", students' memory and understanding of the knowledge points are strengthened. However, "4S shop auto Sales Process" lets students conduct scenario simulation in the form of "group show". Members of a group act as sales consultants, buyers, and buyers' family and friends to conduct practical exercises. The above contents are carefully designed by teachers, and students' participation is very high. At the same time, students' self-expression can expose problems in the process of knowledge mastery in a short period of time, teachers can explain and answer questions in a targeted manner, and classroom efficiency can be improved.

### *3.4 Teaching Content is Not Limited to Textbooks*

Teachers should properly integrate the latest, hottest and most cutting-edge achievements into classroom teaching on the basis of having a thorough understanding of textbooks and the needs of students' future career development. Taking the course of " Automobile Marketing" as an example, when it comes to "network marketing", it can be explained in conjunction with the hot "Double 11" network promotion day in recent years. Through the sales performance of the

major network platforms of "Double 11" and watching the related videos of "Double 11" promotion, let students understand the vigorous development of online marketing, and guide students to analyze the reasons for the rapid development of online marketing, and what new mode of online marketing will appear in the future. Since the examples cited are activities that students are familiar with or even personally participate in, students are more interested and more willing to actively participate in the classroom.

## 4. Evaluation of Learning Effect under Mixed Teaching Mode

After a semester of practice, students have responded well to the "online and offline teaching mode". The author investigates the students by means of questionnaires, analyzes the students' acceptance of the blended teaching mode and the students' learning effects. As shown in Table 1.

*Table 1 Evaluation Table Of Blended Teaching Effect*

| Question | Option | Number of samples | Proportion |
|---|---|---|---|
| How much has the development of "online and offline blended teaching mode" improved your interest in learning? | Great improvement | 29 | 76.3% |
| | Improve | 6 | 15.8% |
| | Little improvement | 2 | 5.3% |
| | Not improved | 1 | 2.6% |
| After studying before class, are you more confident to participate in class activities? | Very confident | 14 | 36.8% |
| | More confident | 16 | 42.1% |
| | No confidence | 6 | 15.8% |
| | Very unconfident | 2 | 5.3% |
| How much are you involved in class activities? | high<br>Higher<br>general<br>low | 20 | 52.6% |
| | Higher | 13 | 34.2% |
| | general | 4 | 10.5% |
| | low | 1 | 2.6% |
| The degree of gain in knowledge, comprehensive ability, etc. | high<br>Higher<br>general<br>low | 21 | 55.3% |
| | Higher | 14 | 36.8% |
| | general | 3 | 7.9% |
| | low | 0 | 0 |
| Carrying out the "online and offline hybrid teaching model", do you think the learning task has been aggravated or reduced? | Aggravate | 31 | 81.6% |
| | Lighten | 2 | 5.3% |
| | general | 5 | 13.1% |
| Do you agree to continue using the "online and offline hybrid teaching model"? | Strongly agree | 23 | 60.5% |
| | Quite agree | 12 | 31.6% |
| | Disagree | 3 | 7.9% |
| | Strongly disagree | 0 | 0 |

From the results of the survey in Table 1, it can be seen that the "online and offline blended teaching mode" greatly improves students' interest in learning. 76.3% of students believe that this teaching mode has greatly enhanced their

interest in learning. More than half of students said they were more confident to participate in classroom activities. 86.8% of students believe that this teaching mode has a high degree of participation in the "Auto Marketing" course. At the same time, most of the students said that their knowledge and ability have been greatly improved. 60.5% of students strongly agree to continue to use the "online and offline hybrid blended teaching mode" for teaching. However, the survey also found that after studying before class, only 36.8% of students are very confident to participate in classroom activities, of which 15.8% of students are not confident to participate in classroom activities, and 5.3% of students have very little confidence to participate in class activities. Moreover, the vast majority of students believe that the implementation of "online and offline blended teaching mode" has increased their learning burden.

## 5. Conclusion

In the era of the popularization of the Internet, using the advantages of the network to carry out online and offline blended teaching reforms can stimulate students' interest in learning and their autonomy and initiative to the greatest extent. From the results of the questionnaire, it can be seen that through studying before class, students are more confident to participate in classroom activities, which greatly enhances classroom participation. At the same time, students have a greater improvement in knowledge and comprehensive abilities. Blended teaching also puts forward higher requirements for teachers. Teachers must not only be proficient in the content of the courses they have replaced, and refine the curriculum knowledge, have a higher level of teaching design, but also have a certain degree of computer information technology to produce exquisite PPT and short and succinct micro-videos require online Q&A and interaction with students. This means that teachers have to spend more time and energy in teaching.

## Acknowledgement

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