

Research on the Impacts of Hybrid Teaching Mode on Learning Acquisition

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Abstract: Higher education is the core field of talent training in China. Therefore, its quality directly affects the quality of Chinese education. In higher education, teachers should constantly optimize teaching methods and approaches to improve classroom teaching efficiency and effectiveness. With the vigorous development of modern information technology, the curriculum reform of colleges and universities has also ushered in a new opportunity. In the Internet era, colleges, and universities should actively promote teaching reform by combining information technology with teaching to build a mixed classroom teaching model that uses the Internet as the platform, offline as the primary classroom, and online as the supplement. Therefore, strengthening the in-depth research of the hybrid teaching mode combining online and offline is of great significance to improve students' learning acquisition and improve the quality of college education and teaching.

1. Introduction

With the rapid development of China's social economy, the requirements for professional talents in all walks of life also show a growing trend. In order to meet the needs for diversified talents in society, colleges, and universities have begun to focus on the reform of education models. To cope with this development trend, Chinese colleges and universities pay attention to cultivating students' diversified literacy and actively explore emerging teaching modes such as cooperative teaching and personalized teaching in promoting higher education. With the continuous improvement of information technology, Internet technology has been widely popularized and applied to lay a good foundation for realizing education informatization. At the same time, students' learning acquisition is also receiving more and more attention as an important indicator to measure the teaching achievements of colleges and universities.

2. Overview of Online and Offline Hybrid Teaching Mode

2.1 Offline Teaching Characteristics

In offline teaching, the focus is on creating a classroom atmosphere that can stimulate students' interest in learning and creativity. Therefore, establishing an equal interactive relationship between teachers and students is beneficial to improve the quality of teaching. Online teaching can update the knowledge system in time and make the teaching content richer, novel, practical, and interesting, so as to better realize teaching and learning. Meanwhile, offline teaching has higher reliability and credibility, providing students with a high-quality learning experience. By reforming the traditional classroom teaching mode, the mixed teaching mode combining online and offline has become a trend. In this way, students can directly communicate with teachers and classmates face to face, and gain a deep understanding of the actual situation and learning results in the teaching process, so as to perceive the teaching effect more intuitively.

2.2 Online Teaching Characteristics

With the development of modern technology, highly controllable repeated adjustments can be realized to achieve the best teaching results. In this way, teachers can depend less on the live lectures,

as the on-site response during the teaching process is sufficient for recording courses. It is also prompt to make adjustments in the class based on students' feedback to ensure that they can get comprehensive cognition and understanding in the learning process. The recording time of micro-lecture is limited to about 10 minutes, which can be learned and used repeatedly to ensure the learning effect. It can also be divided into multiple clips; students can record and watch repeatedly and share with other courses. Most importantly, it can be copied and distributed. Therefore, it can effectively improve the learning effect and enhance the teaching effect and efficiency. Students can learn and play repeatedly through a variety of learning methods, such as video-on-demand, playback, etc. Teachers have two options, one is to use the whole video, and the other is to clip part of the content and use it repeatedly, These are all important ways to enhance students' Learning Acquisition.

3. Problems in the Development of Hybrid Teaching Mode

3.1 Backward Education Concepts and Methods

Some teachers' education concepts and teaching methods are outdated. Therefore, it is challenging for them to allocate online, offline, and mixed teaching resources well. This problem can be manifested in the following aspects. Firstly, teachers may think that the effect of online teaching is not as good as offline teaching, so they are unwilling to try new teaching methods. This kind of thinking prevents teachers from fully using online teaching resources. Secondly, teachers may rely too much on offline teaching methods, thinking that only face-to-face teaching is effective, ignoring the advantages of online and mixed teaching methods. Thirdly, teachers may lack online teaching skills and experience without knowing how to make good use of online teaching resources and platforms and how to design online teaching activities and evaluation methods. Fourthly, teachers may lack a sense of innovation. And they are unwilling to try new teaching methods and tools nor to accept new teaching concepts and methods, leading to backward teaching methods. Finally, teachers may have yet to fully consider the features and advantages of online and mixed teaching methods. Therefore, they have not designed targeted teaching activities and evaluation methods, resulting in poor teaching effects.

3.2 Evaluation Criteria are Difficult to Adapt to the Diverse Features of Mixed Models Quickly

In the mixed teaching mode, students can obtain knowledge and learning resources through multiple channels, including online videos, textbooks, courseware, assignments, classroom interactions, etc. Therefore, it isn't easy to set evaluation criteria that can quickly and unambiguously assess all teaching methods and resources. Then, in a mixed teaching model, student engagement and learning outcomes may vary due to individual differences. For example, some students may be better at learning online, while others prefer traditional classroom instruction. This makes the evaluation criteria need to be adjusted according to different student engagement and learning styles. Specifically, evaluation methods include classroom tests, work presentations, oral presentations, and other forms. At the same time, interaction and participation in online learning also need to be considered. Therefore, the evaluation criteria need to be more comprehensive and detailed. In addition, it is necessary to consider integrating different evaluation methods. Finally, teaching and evaluation are closely related. Evaluation should be able to reflect students' mastery of online and offline teaching content and also need to consider the interaction and feedback in the teaching process. Therefore, evaluation criteria need to be able to tell the teaching reality and reflect the actual learning acquisition of the students.

3.3 Differences and Similarities in Student Acceptance and Learning Acquisition

The first point is the similarities and differences of "viewing." To begin with, in offline teaching, students' visual experience is rich and colorful, including blackboard writing, multimedia courseware, and teachers' gestures and eyes. But in online teaching, the students' "view" gradually becomes limited, leaving only the courseware on the screen and the teacher's demonstration. Notably, the teacher's "view" is only the feedback in the message column, forming a rapid information blockade.

However, the offline "view" is dynamic and interactive in the online world, which is different from the real world.

The second point is the similarities and differences of "listening." From the perspective of "listening," the difference between students' "listening" in different modes is relatively tiny. Because there is less interference from surrounding students, students can hear more clearly in a relatively quiet and solitary learning environment. However, it is also possible that because the content of "listening" is relatively monotonous and lacks image perception, students may have short-circuited thinking or distracted attention. On the contrary, the differences in teachers' "listening" are relatively significant. They can't hear the students' doubtful modal words or subconscious questions, affecting the teacher's judgment of the classroom.

The third is the similarities and differences of "doing." With limited classroom time and a certain amount of knowledge, teachers' teaching and students' learning promote and complement each other. Therefore, teachers should try to reduce students' dependence on information software to stimulate their hands-on ability.

The fourth is the similarities and differences of "thinking." Compared with offline teaching, online teaching will change regarding teaching methods, learning scenarios, and method selection. However, students' way of thinking, the teacher-student relationship, and the nature of learning have not undergone fundamental changes. Therefore, the online teaching process should provide students with sufficient time and space for independent learning to promote their deep thinking and independent thinking.

4. Application Analysis of Online and Offline Hybrid Teaching Mode

4.1 Realize Massive Data Transmission and Processing

With the rapid development and broad application of 5G and big data technology, it can be expected to fundamentally solve the massive data transmission and processing problems in online teaching mode. In this way, teachers can use this resource platform to improve traditional teaching methods. At the same time, through the use of Internet technology, real-time interaction between teachers and students can be realized. Therefore, to ensure the efficient development of online teaching activities, teachers must upgrade and optimize the existing functions of the teaching resource platform, including but not limited to the construction of teaching resources, online teaching, interaction, and management.

4.2 Reasonable Use of Existing Electronic Terminals to Optimize Offline Classroom Teaching

Currently, many schools have established corresponding teaching resource platforms to provide teachers and students of different levels with shared resources, providing users with a more convenient and efficient learning experience. Through the teaching resource platform, the classroom teaching content is recommended to the students promptly. At the same time, the teacher can also record and edit the video that needs to be played in the classroom at any time according to the needs of the interaction between teachers and students. However, suppose teachers need to use online learning software to complete the teaching of related courses when conducting teaching activities; in that case, this will prevent teachers from using other online tools and equipment for auxiliary explanations, thus affecting the quality of teaching and student learning acquisition.

4.3 Establish A Teacher-student Demand-oriented Online Management Platform

Establishing a teacher-student demand-oriented online management platform is an integral part of mixed teaching because it can help teachers and students better manage online learning resources and improve teaching effectiveness. Before designing the platform, it is necessary to clarify the goals and functions of the platform, such as how teachers and students upload and download course materials, how to conduct online interaction and discussion, how to conduct the online assessment and feedback, etc. At the same time, it is also necessary to consider the teaching needs of different subjects and grades, as well as the learning habits and skill levels of different students. In addition, the appropriate

technical support should be chosen based on the goals and functions, such as an online course management system, online learning platform, video conferencing tools, etc. These tools need to be stable, safe, and easy to use. In the meantime, they also need to be cost-efficiency and sustainable. For teachers and students to take full advantage of the online management platform, relevant training and support must also be provided. This training can be conducted in the form of online courses, video tutorials, workshops, etc., to help teachers and students become familiar with the methods and techniques of using the platform. All in all, the popularization of the online management platform is a process of continuous development and improvement. That means it requires continuous optimization and improvement, such as collecting user feedback and evaluation, updating and improving functions according to user needs and feedback, and improving the platform's user experience and teaching effect.

4.4 Improve Personalized Education Infrastructures and Internet Security

Hybrid teaching mode requires networks and equipment, so schools need to provide equipment with sufficient network bandwidth to ensure that teachers and students can conduct online teaching and learning smoothly. Particularly, schools can establish a teaching resource library to collect and organize various online learning resources, including course videos, textbooks, exercises, etc., to facilitate learning and teaching for teachers and students. In addition, schools can provide various personalized learning environments, such as online learning platforms, virtual laboratories, teaching games, etc., to meet different students' learning needs and hobbies. Moreover, schools can establish a teaching evaluation and feedback mechanism to collect information on teaching quality through online surveys, student feedback, etc., to help teachers improve teaching methods and teaching effects. Finally, schools need to strengthen security measures to ensure the safety of the online learning environment for teachers and students, such as strengthening website security protection and prohibiting the dissemination of harmful information.

4.5 Reasonable Use of Excellent Teaching Resources on the Internet

Teachers should collect and integrate relevant content and extended knowledge that students have learned on the Internet after full exploration, then use the advantages of these online teaching resources to teach students. For example, teachers can collect relevant teaching resources of the course on Massive Open Online Course (MOOC) or other learning websites and send them to the school teaching platform to facilitate students' online learning, which can stimulate students' interest in online learning. At the same time, the school can also encourage teachers to develop and design online teaching resources by providing financial support and inviting external course-developing experts. All these resources can enable students to acquire more comprehensive abilities in the learning process.

5. Conclusion

In short, the hybrid teaching mode enables teachers to focus more on teaching critical and complex knowledge. At the same time, it can effectively help students cultivate interest in course learning so that they can better grasp theoretical knowledge, conduct practical operations through the online platform, and finally improve their learning acquisition. In addition, it is conducive to stimulating students' enthusiasm for learning and improving learning results.

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