Research on the Hybrid Teaching Model of "Internet + Education"

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Abstract: With the development and depth of Internet in all fields of society, "Internet + education" is gradually becoming an important direction for the development of education industry. However, in the current stage, the development of online education model is not mature, teachers in all stages are more inclined to take online education as the auxiliary content of offline education. Under this background, the online and offline hybrid teaching mode has become the main direction of the development of "Internet + education". Teachers need to make full use of the advantages of Internet teaching and reform the methods, contents and evaluation methods of mixed teaching, and finally achieve the goal of improving the quality of teaching.

1. A Brief Analysis on the Importance of Exploring Online and Off-line Mixed Teaching Model

On-line and off-line mixed teaching is a new teaching mode under the background of "Internet+" era. By combining the modern teaching resources of online courses and the traditional teaching resources of offline courses, teachers can innovate and optimize the teaching methods, teaching contents and evaluation methods in an all-round way to meet the different learning needs of students, improve the enthusiasm of students in offline courses, and finally achieve the effect of improving the quality of curriculum education.

1.1. The Realistic Demand of the Change of Students' Cognitive Law

In the present age, the students' cognitive law has changed greatly. Compared with the traditional teacher-led offline classroom teaching model, students prefer to be able to participate directly and interact more with teachers. Therefore, in reality, there is often a phenomenon: teachers aim at the actual ability of students, for students to prepare high-quality, rich teaching content, but students often wander or play with mobile phones from time to time. This phenomenon is that the teacher's teaching process is not consistent with the students' learning and cognitive law, but the classroom time is limited, and the teacher can not carry out the time-consuming activities of in-class communication and discussion without the students mastering the basic theoretical knowledge[1]. In view of this situation, carrying out the online and offline hybrid teaching, the basic knowledge teaching can be allocated to the online, and the interaction between teachers and students can be enhanced in the offline classroom, so that the teaching effect can be improved effectively.

Figure 1 Online and offline hybrid teaching
1.2. The Realistic Requirements for the Development of the Educational Concept

In the traditional classroom teaching mode, there are teaching time, teaching content and teaching equipment restrictions, teachers often can only focus on improving students' memory of knowledge, understanding ability, and students' analysis, application, evaluation, creative ability of knowledge can not get effective exercise and training. With the development of educational concept, such teaching is considered unbalanced, which is not conducive to the development of students' personality and comprehensive quality. On-line and offline mixed teaching, teachers can use online courses to realize the memory and understanding of Bloom's educational goals, and then carry out practical activities or cooperative inquiry activities in offline courses to achieve the remaining analysis, evaluation, creation and practice goals.

2. Build a High-Quality Mixed Teaching Environment

2.1. Optimizing the Teaching Environment

To carry out practical and effective hybrid teaching, it is necessary for schools to build an environment in which they can carry out hybrid teaching, including hardware and software. In terms of hardware, schools should construct a campus network learning platform to provide sufficient conditions for online teaching. In reality, the school can purchase the right to use the mature network platform such as super star, pan-ya, or develop the network learning platform of our school, which can provide teachers with a special place to carry out the teaching behavior such as uploading teaching resources, conducting online interaction, online evaluation and so on. Secondly, the school should optimize the offline class or classroom setting. For example, schools should divide students into small classes as far as possible, reduce the burden of teachers' offline teaching, and provide better conditions for improving the quality of offline teaching activities. Then, the school should also optimize the classroom layout to provide an environment for the offline classroom to carry out a variety of cooperation, communication, practical teaching activities. For example, the school should replace the fixed table and chair with the portable single table and chair so that the teacher can change the student's seating form according to the actual teaching needs.

2.2. Improving the Teaching Ability of Teachers

A good hybrid teaching not only needs the support of the school teaching environment, but also requires teachers to be able to change their own teaching concept, give full play to the advantages of online and offline courses, choose the application of scientific and effective teaching methods in practice, and be able to optimize and innovate the teaching methods and teaching contents according to the changes of students' learning effect. First of all, teachers need to master certain information technology, including video recording, editing, adding animation effects and so on. The recording and editing need some equipment support, which can be purchased by the teacher, but the school should also build a special course recording classroom. Moreover, the recording and editing technology is relatively simple, most teachers can learn through self-learning, but it is more difficult to add information technology such as animation, schools need to external professionals to train teachers, or appoint school IT teachers to take charge of the training work. Then, the school should carry on the mixed teaching training to the teacher, the way includes the outside professional professor to carry on the forum, carries out the study meeting, carries out the teacher exchange meeting and so on. Through these ways, teachers' teaching ideas can be changed so that teachers can understand the essentials of online curriculum making, and can design a comprehensive evaluation system of "online and offline" according to the students' actual situation.
3. A Practical Exploration on the Mixed Teaching Mode of Online and Off-line

3.1. Rational Design of Teaching Contents

In the traditional classroom teaching, the teacher's teaching content often takes the chapter as the main line, and divides the teaching content of a single chapter into a single or multiple class hours according to the teaching difficulty. In online and offline mixed teaching, teachers can not design the teaching content of online courses in chapter style, but should combine the effective time of students to watch video, and design different teaching videos in the form of "module ", "theme" and "knowledge point" to attract students' attention and enhance the teaching effect of individual video. In the process of practice, students' knowledge base and learning ability are not the same. Therefore, to maximize the teaching value of online courses, the school should organize all teachers in a single subject, gather the excellent teachers' teaching methods for different levels of students, then make different levels of teaching video, and adopt the online class-based cloud classroom[5]. In addition, teachers also need to divide the division of labor to make a single knowledge point of detail micro-video, in the form of micro-lessons to enrich online curriculum resources, to provide support for students to learn autonomously. Moreover, in order to contact the offline courses, in the process of recording online courses, teachers also need to set up thinking and inquiry questions in the process of explaining knowledge points, so that offline courses can carry out a variety of practical, inquiry and communication activities. And in the course of the teaching content design of the offline course, the teacher needs to refer to the common problems raised by the students after learning the online course, view the learning feedback under the video through the network platform, make the information survey form, communicate with the students through the online learning platform, and understand the students' questions after the online course. Through the above way, teachers can design targeted offline curriculum inquiry interactive teaching activities. Through the organic integration of online and offline courses, the quality of course teaching can be effectively improved.

3.2. Scientific Application of Teaching Methods

Compared with the offline courses, the online courses can apply fewer teaching methods, but they have more advantages in the application of some teaching methods. For example, in offline courses, situational teaching method is a common teaching method for teachers, and it has high quality application value. In the online course, because the whole teaching process is displayed in the form of video, the situational teaching method has a strong application value, which can be widely used in the teaching process and play the role of attracting students' attention. For example, group cooperative communication learning activities are suitable for offline courses teaching, students are learning online courses to choose their own fragments of time, not necessarily with their own students, so online courses can set up self-inquiry problems, but students are not required to watch video with other students to communicate and discuss activities. In general, teachers should choose and apply the teaching method scientifically to improve the effectiveness of hybrid
teaching in view of the particularity of online and offline courses.

Figure 3 Online and offline hybrid teaching

3.3. **Building a Comprehensive Evaluation System**

In online and offline mixed teaching, students' learning attitude is an important factor that affects the quality of teaching. In offline courses, teachers can supervise and guide students' learning attitude, but in online courses, it is difficult for students to be supervised by teachers. Therefore, in order to avoid the phenomenon that students do not take the online course seriously, teachers should build a comprehensive evaluation system, supervise the students' learning situation based on the online learning platform, and bring the students' online course learning effect into the final evaluation, so as to urge students to seriously participate in the mixed teaching activities. For example, in reality, teachers will give appropriate usual points according to the students' performance in the classroom. In the mixed teaching, teachers can also count the length of time students watch each online course, and check the students' learning situation in the offline course. Through the combination of these two ways, the students' learning attitude is rated, and the students are "pressured" to ensure the quality of the mixed teaching.

4. **Conclusion**

To sum up, to carry out high-quality online and offline mixed teaching activities, we need to optimize and innovate the teaching environment and practical content. First of all, schools need to do a good job in the construction of the corresponding teaching environment, and urge teachers to innovate teaching ideas. Secondly, teachers need the particularity of online and offline courses to optimize the teaching content, teaching methods and evaluation system. Through these two ways, the mixed teaching activities can give full play to the teaching value of offline and online courses, and realize "1+1>2".

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2) An empirical study on the application of modern educational technology to the construction of new classroom teaching mode is presented. The paper is marked by: 2018. Ningxia higher education research project "Internet plus era construction of occupation classroom intelligence teaching practice" Project No.: NGY2018-183

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