# Construction and Application of Online and Offline Blended Teaching Model in Colleges and Universities in Post-Epidemic Era
## Taking *Language of Film and Television* as an Example

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**ABSTRACT**

The online and offline Blended Teaching of "Language of Film and Television" is taken as research object to discuss its construction and application in colleges and universities in the context of "Internet plus" and post-epidemic. The results show that Blended Teaching requires to break the traditional thinking of binary opposition, and to use complementary advantages to design teaching, so as to build a three-dimensional teaching field integrating situation, interaction, experience and reflection.

*Keywords: Blended Teaching, Language of Film and Television, Post-epidemic era.*

## 1. INTRODUCTION

The sudden outbreak of COVID-19 in early 2020 has had a profound impact on every aspect of society. Thanks to the guideline of "classes suspended but learning continues", universities have launched online teaching to solve students' learning problems. Statistics show that as of May 8, 2020, 1,454 colleges and universities have launched online teaching, with 1.03 million teachers offering 1.07 million online courses, a total of 12.26 million courses, in order to cope with the outbreak of the epidemic. A total of 17.75 million college students, or 2.3 billion people, participated in online learning. [1] The epidemic has spawned a new paradigm of online education and teaching, and changed the traditional teaching mode, organization form and management thinking of colleges and universities. [2] As Wu Yan, director of the Ministry of Education's higher education department, said, "We can no longer and should not return to the state of teaching and learning that existed before the outbreak of the epidemic. Online teaching, which integrates "Internet +" and "intelligence +" technologies, has become an important development direction of higher education in China and the world." [3]

At present, China has entered the "post-epidemic era" of promoting the full restoration of teaching order in the normal epidemic prevention and control. The education and teaching after the epidemic must be a new teaching and learning model based on online platforms and resources such as MOOCs, online resources and live broadcasting, and the integration of offline traditional physical classrooms. [4] On the one hand, existing studies have shown that the experience of participating in online teaching during the epidemic is very beneficial for teachers to accept online teaching after the epidemic [5]. On the other hand, the development of this emergency online teaching has also exposed many problems, such as the separation of teaching space and teaching field, the rebalance of the roles of teachers and students, and the transformation of management thinking. Blended Teaching is both a challenge and an opportunity for colleges and universities in the post-epidemic era.

## 2. INVESTIGATION AND ANALYSIS ON THE DEVELOPMENT OF BLENDED TEACHING OF LANGUAGE OF FILM AND TELEVISION

*Language of Film and Television* is a professional degree course for students majoring in Radio and Television Science and Radio and Television Directing. The main goal of this course is to make students understand the general law of the use of film and television lens language and learn how to narrate through image elements. For other follow-up courses of major, film and television language plays a role of knowledge support and linkage. As for the characteristics of the course, there are many theoretical knowledge points in this course, but it cannot be a purely theoretical course. It plays a role of guidance for the subsequent courses of other professional skills. In this course, the realization of combining theory with practice depends on the teaching of theoretical knowledge points, the introduction of a large number of cases and the supporting practical training links, and the online + offline mode can maximize the teaching effect of this course.

In the spring of 2020, due to the impact of the epidemic, the course "Language of Film and Television" was completely taught online. After the lecture, the lecturer conducted a questionnaire survey on the online teaching situation, and the respondents were 40 students participating in the course learning.

The survey found that students generally believe that online learning has the advantages of "making use of spare time to study and improving time flexibility" and "listening repeatedly to the places they do not understand". Many students "quite like the online course", thinking the "learning autonomy is very strong and more flexible". As for the way of knowledge presentation of online learning, 39.8% of the students choose "video", 29.6% choose "PPT+ dubbing", and 19.4% choose multimedia courseware. The most popular choices among students were "watch study videos online" and "complete tests online." Compared with traditional offline teaching, 80% of students think the teaching quality of online courses is similar. However, students think that the single online teaching "lacks communication with classmates", "practical work is not as convenient as in school" and "cannot cooperate with classmates to solve problems". Therefore, the Blended Teaching combining "online" and "offline" can give better play to the advantages of the two learning modes.

The survey question "What do you think is the best way to teach this course?" provides three answers, which are "complete online learning", "traditional offline face-to-face teaching" and "blend online and offline teaching". According to the survey, 85% of students choose the last one.
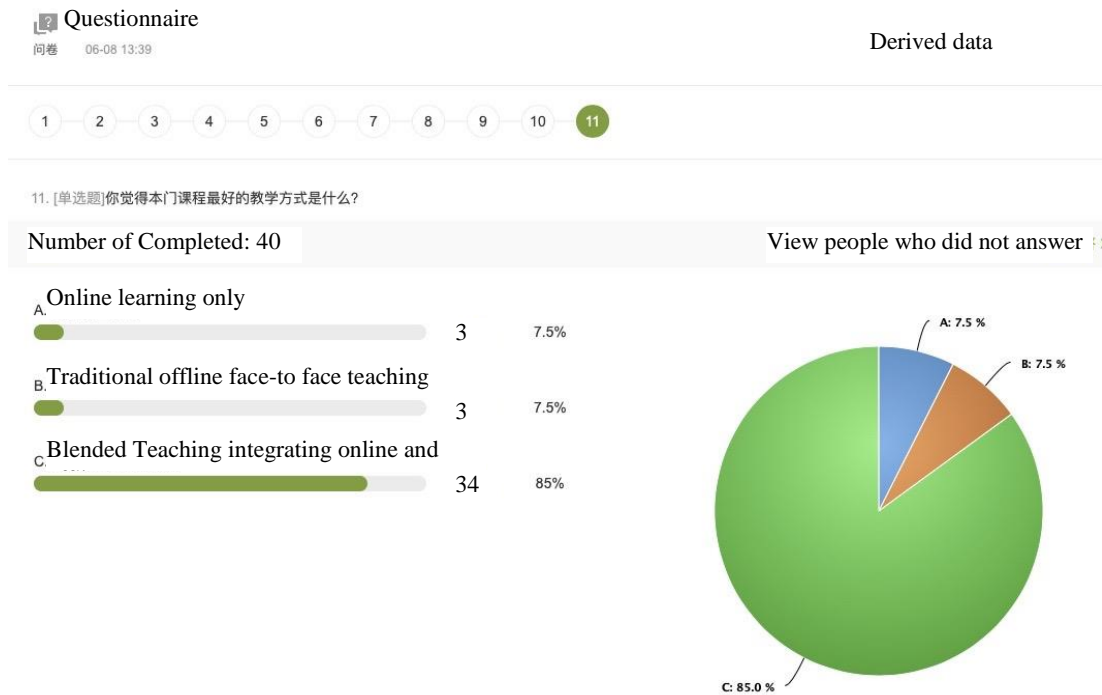
Figure 1 Results of students' attitude towards the teaching mode of the course "Language of Film and Television".

## 3. THE CONSTRUCTION OF BLENDED TEACHING MODE OF LANGUAGE OF FILM AND TELEVISION

Considering that Blended Teaching is not conducive to "fragmented" learning, in order to innovate teaching methods and improve the effect of practical teaching, the teaching of Language of Film and Television should adopt the online and offline mixed mode based on the Learning Through Classroom APP. Finally, a set of generalizable and operable hybrid teaching system will be formed to improve students' innovation ability and practical application ability.

### 3.1 Construction of Online Learning Environment and Learning Resources

The online teaching of Language of Film and Television is carried out with the help of the super star learning APP. At present, the online learning resources that have been built mainly include auxiliary teaching resources and teaching videos, the former including relevant course materials, supporting electronic textbooks, etc. In view of the characteristics of the course, the teaching video of this course mainly consists of two parts: theoretical knowledge video and case analysis video. The

homework library and test paper library are also included.

### 3.2 Reconstruction of Teaching System and Model

Teachers provide online teaching platforms and teaching resources, and guide students to conduct online independent learning with the help of learning tasks. A detailed online and offline teaching calendar should be developed based on teaching objectives, and the evaluation of students in and out of class as well as online and offline should also be strengthened, so as to finally realize flipped classroom and Blended Teaching.

#### 3.2.1 The Redesign of Teaching Content

On the basis of the traditional syllabus, the online knowledge syllabus is also compiled to clarify the structure of knowledge points and the key points and difficulties of each chapter.

#### 3.2.2 The Redesign of Teaching Activities

Students' online learning activities should be guided through online autonomous learning task lists. For each chapter, there should be a clear arrangement of online and offline teaching activities, and the two

are not separate, but complement and support each other.

### 3.2.3   The Redesign of Evaluation System

The total course score is made up of 40% online score and 60% offline score. It combines various forms of process evaluation, expression evaluation and summary evaluation to make the evaluation result reflect the whole learning result of students but also become an effective means to promote the development of students.

### 3.2.4   The Redistribution of Class Hours

In terms of class arrangement, Language of Film and Television is a course of 4 credits and 60 credit hours. Traditional teaching consists of 45 class hours of theoretical teaching and 15 credit hours of practical teaching, but in blended teaching, the class hours are redistributed. The ratio of online and offline teaching is 4:6, based on the teaching of theoretical knowledge points. Online teaching is responsible for the analysis of key and difficult points, while in-depth discussion is carried out offline. Considering the characteristics and effects of practical training, 15 credits of supporting practical training teaching are carried out in the form of offline teaching.

## 4.   THE APPLICATION OF BLENDED TEACHING OF LANGUAGE OF FILM AND TELEVISION

The blended teaching activities of this course mainly include six elements: theoretical knowledge teaching, case analysis, student self-testing, online sharing, offline in-depth discussion, and group training projects.

### 4.1  Case 1: Teaching Design of "The Connotation of Lens"

The chapter "The Connotation of Lens" is used as a case study. Firstly, the online learning task list is released through the teaching platform to guide students to complete online self-study. The theoretical knowledge points were divided. According to the law of attention, the video length of each knowledge point was 7-15 minutes. At the same time, in order to enable students to better understand the theoretical knowledge, a large number of cases are introduced into the course design. Based on the case resource database, the teacher's analysis is recorded in the form of video. In this way, the

availability of knowledge is improved by combining cases and videos.

Online learning still requires interaction and feedback. Therefore, after the video learning of knowledge points, students can conduct self-test on their understanding and mastery of knowledge points in time through the exercises matching with knowledge points. The online conditions allow for a variety of forms and content, while the automatic reading allows students to get immediate feedback.

As for the discussion and sharing section, the knowledge points of the course are taken as the discussion topics to create an area for discussion and sharing for students' online communication, thus enhancing the interactivity and realizing shared learning.

In addition, online teaching is not limited by time and space, and extends indefinitely. The observation and extension area is for students to expand and deepen their learning according to their own interests and time arrangements. With the help of the film viewing list and other resources on the network platform, such as the related high-quality courses of other universities, this section ensures the teaching of teachers and provides a platform for students to expand their vision and learn a variety of high-quality course resources.

Thanks to the online preliminary learning, teachers in the offline teaching link have more time to guide them to expand and explore in breadth and depth in class.

At the same time, the design is based on a survey of students. Students generally believe that online learning, which is concise and diversified, is particularly suitable for teaching theoretical knowledge points. However, the communication with teachers and classmates is still insufficient, especially face-to-face communication with the same time and space.

Therefore, the teaching activities of this section include the following two parts: on the one hand, the teacher makes up for the problems reflected in the exercises and the weak points of the students; On the other hand, students were organized to have in-depth discussion through case study, group discussion and group discussion.

### 4.2 Case 2: the Instructional Design of "Montage"

The learning objective of this chapter is to help students to establish the awareness of picture combination and cultivate their thinking of continuous picture narration, so as to have the ability of constructing the montage shot script. This ability not only depends on the understanding of theoretical knowledge, but also depends on the practical training. Therefore, the difficulty of course design lies in the combination of online and offline teaching, which realizes theory teaching as well as the introduction of course experiment and practical training projects.

As for theoretical learning, in the online course of Super Star Learning Connect, students determine the learning objectives, learning contents, activities to be completed, tests to be completed and preparation for offline courses in each chapter based on the learning task list. Multimedia videos, accompanying multimedia problem banks, etc. can be used to complete learning and self-testing and participate in online discussions.

As for the practical training, first of all, students are asked to take the chapter test from the first chapter of the course (test topic: create a story with the name of the red balloon). Then, the exercises were used as the introduction to ask students to adapt the shooting scripts of their own story texts, and then 6 best shooting scripts were selected through online voting, so that students could be organized into 6 shooting teams to conduct offline experiments and practical training in the following practical training. As for the online and offline teaching arrangement, the online training task sheet and the offline training task sheet are used to assign the practical training tasks for students and clarify the practical training requirements.

Of course, the practical training is not all to achieve in a class, the practical training is throughout the whole course. Therefore, in the offline training process and after the completion of the work, the offline and online should be integrated organically. In practical training and guidance, online environment can help teachers and students to guide outside class. After the work is completed, excellent examples will be selected in the offline courses for comment and sharing. At the same time, students' works can be exhibited in an online environment. Such teaching activities aim to guide and inspire students in situational teaching, so that students can constantly improve their application ability and innovation ability of combining theory with practice through teamwork in the process of practical training, and at the same time have more initiative and enthusiasm in learning.

## 5. CONCLUSION

It is a "helpless move" for universities to carry out online teaching during the epidemic. At the same time, it also brings good opportunities for colleges and universities to apply information technology to carry out education and teaching reform. [6] In the post-epidemic era, universities should seize the opportunity of the reform and vigorously promote online teaching, especially the combination of online and offline teaching.

What needs to be recognized is that the "online" + "offline" Blended Teaching mode is neither the transfer of the classroom to the Internet, nor the simple mechanical addition of "online" and "offline", but the fusion of media innovation, which breaks the traditional binary opposition thinking mode. Therefore, Blended Teaching should take full account of the differences between online platform and traditional classroom, make use of the advantages of network resource sharing and interaction, extend classroom teaching and practical teaching, make use of the advantages of interpersonal communication in traditional classroom, strengthen teacher-student interaction and one-to-one, hand-in-hand guidance. This is helpful to build a three-dimensional teaching field integrating context, interaction, experience and reflection.

## AUTHORS' CONTRIBUTIONS

This paper is independently completed by Nan Dai.

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