Practice and Reflection of Online and Offline Blended Course Teaching
Taking Beijing Institute of Fashion Technology as an Example

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Abstract. This paper uses Beijing Institute of Fashion Technology as a research example. Through the questionnaire survey, it finds that the online and offline blended teaching has been carried out well. The blended teaching model presents the features of favorable implementation conditions, high willingness of instructors and students and promising development prospects. In the future, it is necessary to strengthen the utilization and construction of online course resources, explore course design and arrangement, and formulate corresponding quality control measures.

Keywords: Online and Offline · Blended · Course Teaching · Practice

1 Introduction

As an important embodiment of higher education informatization, online and offline blended course teaching has been highly valued by educational administrative departments. In February 2022, the Key Points of the Ministry of Education's Work in 2022 pointed out that the digitization of higher education should be comprehensively promoted so as to meet the needs of higher education popularization and quality diversity, lifelong learning and individualization training; accelerate the construction of innovative higher education model represented by digitalization. The Implementation Opinions of the Ministry of Education on the Construction of First-Class Undergraduate Courses (Jiao Gao [2019] No. 8) pointed out: The outstanding online and offline blended courses mainly refer to MOOCs, Specialized Online Courses (SPOC) or other online courses; The blended courses use proper digitalized teaching tools; considering the university circumstances, the courses renovate the existed courses to make sure 20%-50% teaching time is for online learning and organically combine with flipped classroom, blended teaching to build the so called Gold Class in which online course and offline existed course harmoniously fused together.

The online and offline blended teaching is neither simply moving the classroom online, nor the mechanical multiply of online and offline, but the instructors plan well based on the course features: through the online and offline teaching approaches, they connect the online and offline classrooms to "teach based on the course itself", and to guarantee the optimal learning effect. The classroom could be anywhere, and the learning could be realized anywhere.

Online and offline blended course teaching has been widely valued and achieved considerable results. A search on CNKI with the theme of online and offline blended teaching shows that there were less than 1,000 related papers from 2010 to 2019. In early 2020, in response to the Covid-19 epidemic, China launched a comprehensive large-scale online teaching, and the impact of information technology on higher education is unprecedented; the information technology updated the educational concept, changed the educational model, which has played a huge role in promoting the development of blended teaching. Since 2020, more than 4,000 papers have been published on the theme of online-offline blended teaching, becoming a hotspot in the research field. The new model, traditional classroom teaching and online teaching integrated with modern information technology, and will coexist and integrate deeply for a long time. The "learning revolution" sparked by online teaching will promote the "quality revolution" of talent training [1]. According to the Notice of the Ministry of Education on Announcement of the First Batch of National First-Class Undergraduate Course Certification Results (Jiao Gao Han [2020] No. 8), the outstanding online and offline blended courses (868 courses) were accredited. It proves that the online and offline blended courses have been valued by the majority of universities and researchers, and have performed well.

2 The Current Implementation of Online and Offline Blended Course Teaching

To cope with the impact from Covid-19 pandemic on higher education teaching order, Beijing Institute of Fashion Technology has conducted the online teaching for three semesters. Instructors have collected rich online teaching experience, which laid foundation for the development of online and offline blended teaching. In the second semester midterm of the 2021–2022 school year, BIFT launched the questionnaire survey concerning online and offline blended course teaching to understand the teaching situation. The survey collected 242 valid questionnaires for teachers and 2562 valid questionnaires for students.

2.1 Number of Instructors and Students Registered in Online and Offline Blended Courses

2.1.1 Instructors

For the question "teaching time of online and offline blended mode", 65 instructors choose "no"; 97 instructors choose "no, but plan to adopt it in the future", accounted for 40.08%, indicating that although they didn't carry out the mode, they hold the intention of doing it. 65 instructors choose "less than 3 years (after 2020)"; 13 instructors choose "3–5 years"; 2 choose "6 years and above".

2.1.2 Students

For the question "if you have registered the online and offline blended course", 1073 students choose "yes", occupying 40.88% of the whole group.

2.2 Instructor Facts About the Online and Offline Blended Course

2.2.1 Launching Time

Among 80 instructors using the blended course model, concerning time range, 65 instructors choose "less than 3 years (after 2020), which accounts for 81.25%; 13 of them choose "3–5" years, accounting for 16.23%. The numbers show the profound influence from the online teaching on the modern education, experiencing subversive change.

2.2.2 Course Majors

Instructors are from nine majors, most from art, accounting for 51.25%, which fit the art specialization of BIFT; Engineering and Education ranked the second, both of which account for 12.5%.

2.2.3 Teaching Years

Instructors with differed teaching years participated in the survey. Among which, instructors with "five years and under" are the most, with 28.75%; "16–20 years" accounts for 22.5%.

2.2.4 Titles

The lecturer accounts for 48.74% as the most, followed by associate professor, with 35%. The professor takes up 12.5%.

2.2.5 Course Nature

Among the 242 instructors in this survey, 131 instructors teach theoretical courses (theoretical part goes beyond 50%), 111 teachers teach practical courses (practice goes beyond 50%). The number who teach theoretical courses is more than the number in practical courses by about 8%.

Both theoretical courses and practical courses have instructors conducting blended teaching; the proportion in theoretical courses is 7.5% higher than that in practical courses.

2.3 The Online and Offline Blended Teaching Strength

2.3.1 Instructors

The teaching strength of blended teaching mode is why instructors adopt (or plan to adopt) it. 72.5% choose "flexible teaching plan and approaches"; followed by 63.75% choosing "fit the course"; 41.25% choose "active students' participation".

2.3.2 Students

70.46% vote for "flexible teaching plan and approaches, followed by 48.18% who choose "fit the course".

2.4 Teaching Effect

2.4.1 Instructors

Regarding the effect of online-offline blended teaching, 58.75% instructors thought it was "relatively good", and 20% thought it was "very good", that is, nearly 80% of teachers thought that the effect of mixed teaching was good ("relatively good" + "very good"); to a certain extent, it shows that the teaching effect is good.

2.4.2 Students

For students who have participated in online and offline blended teaching, 18.92% thought the teaching effect was "very good"; and 45.95% thought it was "relatively good", that is, 64.87% thought the mixed teaching effect was good ("relatively good" + "very good").

3 The Teaching Features of Online-Offline Blended Teaching at BIFT

3.1 The Online-Offline Blended Teaching Has Favorable Implementation Conditions

In 2020, the covid-19 pandemic outbroke, Chinese higher education advocates "Suspend the school but not the learning; Suspend the school but not the teaching". Beijing Institute of Fashion Technology takes the online teaching as the agency and has carried out three rounds of full online teaching since March 2020. The online teaching experiences the zero to existence, then to excellence. It has achieved precious experience and sound results in course organization, course resource, teaching operation and quality control etc. The research on March 2021 shows that, after the practice and negotiation in the spring semester of 2020, more than 3/4 of instructors and students approve the teaching result of online teaching; their satisfaction on online technique learning, online learning acceptance and cooperation, teaching design and arrangement, online teaching content and teaching platforms have greatly improved. Most instructors and students have firm agreement with online teaching. This research shows that beyond 30% of instructors have launched the blended teaching, and around 40% are ready to conduct it. The practice and research lays sound base for the online-offline blended teaching; the valuable teaching experience in pandemic period is transformed and applied into the traditional teaching, therefore the online-offline teaching has favorable implementation conditions.

3.2 Instructors and Students Have High Wiliness to the Launch Men of Online-Offline Blended Teaching

Instructors' willingness to carry out online and offline blended course teaching has gradually increased. The survey data in March 2021 shows that among the 160 instructor participants, 96 of them have the "demand for self-built online and offline blended courses"; among the 96 art instructors, 58 have "self-built course demand for online and offline blended courses". Among the 242 instructors who participated in this survey, 80 have carried out blended teaching, accounting for one-third of the whole group, distributed in various professional categories (mainly art instructors), all age groups (mainly young instructors), different titles (mainly lecturers). Although 97 teachers have not yet started, they plan to adopt blended teaching in the future, showing their great expectations for blended teaching.

Students also have high willingness. The modern college students grow up in web age so they have high information literacy. Beijing Institute of Fashion Technology has dominating art majors. Students have active thinking, freedom pursuit, rich imagination and creative consciousness; they tend to accept novel things. Research shows that after the blended learning experience, students are more enthusiastic about participating in different activities than before, especially have improved performance in the same course, compared in aspects of interaction and reflection [2].

3.3 The Online-Offline Blended Teaching Has Promising Future

At present, online-offline blended teaching at BIFT has been carried out; instructors and students are satisfied with it. The survey shows that most instructors and students approve more of the teaching effect. At the same time, they discovered the advantages of blended teaching, and believe that with flexible form, it combines the advantages of online and offline teaching. Currently the blended teaching has achieved worthy results, and a considerable portion of instructors are willing to carry it out, showing the promising prospect of blended teaching at Beijing Institute of Fashion Technology. Blended teaching has greatly enriched the modern teaching model. In the future, relevant teaching departments of schools should actively explore and optimize the ecological environment of blended teaching, integrate teaching data resources, especially break through the limitations of space and time in digital, web and terminal high-quality educational resources. The teaching units should complete teaching process of blended teaching, explore specific approaches and procedures, fully combine precious experience and measure with important development goals including constructing first-class major, and bring the undergraduate teaching quality to a new level.

4 Conclusions

4.1 The Application and Construction of Online Teaching Resources

Establish and improve online course resources and management. The application of online high-quality course resources is the foundation of online-offline blended teaching. The resources available online are extremely rich, cutting-edge and contemporary, but

research shows that there are relatively few online resources suitable for courses offered by BIFT. The research in 2021 shows that among the 160 instructor participants, only 65 believed that "the number of online course resources is large"; 152 instructors taught courses with "self-made" online resources. Among the 96 instructors of art subjects, only 27 believed that "the number of online resources in this course is large", and 90 taught courses with "self-made" online resources. In the future, instructors need to further explore and use online resources. In the future, the exploration and application of online resources still have a long way to go. School should vigorously introduce available MOOCs and encourage instructors to build their own online course, especially encourage instructors and students to work on resources sharing platforms (including Coursera, Udacity, edX, FutureLearn, Open2Study, MOOC Academy, iCourse.com, XuetangX, and Netease Open Course) to recommend, collect, deal with, categorize outstanding courses and localize them for teaching 'assistance [3].

The school should also develop curriculum resources to form a joint force of disciplines, personnel, and institutions to improve the sharing degree of course resources; encourage instructors to integrate digital resources accumulated in long-term teaching practice, to make all-purpose teaching micro-videos, and to build a library of course resources and outstanding student works. The school should carry out the construction of online resources for the school's featured courses to realize resource sharing, iteration and innovation.

4.2 The Design and Organization of Online-Offline Blended Course

The design and organization are the key to and feature of blended teaching. The content design needs to be more professional with higher requirements and degree of difficulty. Instructors should be motivated to work on the teaching planning, use the team power, and fully utilize the function of teaching and research section towards teaching research and operation. Within the limited teaching hours, many aspects should be properly planned, including the portion of two parts and teaching hour allocation. Considering class number, teaching software, course quality and feature, instructors should have more flexibility in teaching time. Online teaching fits teaching definition, theory and methodology, so well-developed theoretical course and MOOC work better for online learning. While design, experiment, since fieldwork courses need students to do the visits, research, creation, and design, which requires face-to-face immediacy, visuality and interaction, the offline class is more suitable. Online teaching focuses on theoretical teaching, observation and appreciation, and MOOCs application; while the offline teaching emphasizes tutoring and Q&A, difficulty analysis, interaction and discussion, independent learning, so it is suitable to adjust based on students' needs and conditions to realize specialized teaching.

4.3 Monitoring Measures of Online-Offline Blended Teaching Quality

Since the online-offline blended teaching has been gradually carried out and achieved initial success, it is urgent to monitor and ensure the quality of blended teaching.

First, give full play to the platform functions, such as attendance, interactive communication, teaching process recording, students class involvement and mastery of

knowledge; use the teaching platform to accumulate and record students' procedural information to analyze their learning performance. Instructors use educational big data to improve the course evaluation mechanism to realize the diversification and three-dimensionalization of course assessment [4].

Second, innovate the assessment system, such as to formulate differentiated evaluation system based on different student, reconstruct the grades of online-offline proportion to show the comprehensiveness, openness and diversity of the assessment. To construct the teaching quality assessing index system involving course construction evaluation, teaching process evaluation and teaching result evaluation [5].

In the end, to build favorable teaching quality culture in which through lead-in steps of pre-class learning and other preparation, students independent learning ability and interest could be nurtured, so as to their independent thinking ability, online learning ability, responsibility, self-discipline and autonomy.

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