



Online and Offline Dual-teacher Collaborative Teaching of Foreign Courses in China and Foreign Countries' Joint Higher Education Program

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Abstract. The adoption of online and offline collaborative teaching between Chinese and foreign teachers for foreign courses in China and Foreign Countries' Joint Higher Education program is an innovation in the international teaching model. It has played an important role in promoting international education. However, due to the short practice time, how to effectively carry out this teaching model has become a new topic. This paper analyzes the difficulties and challenges faced by this model in teaching implementation. Finally, suggestions are given to improve the teaching effectiveness from the perspectives of the university and teacher.

Keywords: Online and offline teaching; China and foreign countries' joint higher education program; Collaborative teaching.

1 Introduction

China and Foreign Countries' Joint Higher Education (CFCJHE) program is the main form of international education in higher education institutions. Through the CFCJHE, international educational concepts, high-quality courses and faculty resources, teaching methods and multinational enterprise resources are introduced from foreign universities to Chinese universities. It consequently promotes innovation in talent cultivation models in Chinese universities and provides students with high-quality learning, internship and employment platforms both domestically and internationally. According to relevant regulations of the Ministry of Education of China, the introduction of foreign courses and professional core courses should account for at least one-third of all courses in the CFCJHE projects. Therefore, the implementation and effectiveness of foreign curriculum teaching has been of great concern. Traditional teaching mainly adopts the offline collaborative teaching method of two teachers, in which the foreign teacher gives face-to-face lecturing, with assistance of the Chinese teacher. In recent years, due to some factors such as the epidemic, universities have adopted the form of collaborative teaching between foreign teachers online and Chinese teachers offline. This teaching mode has become one of the main teaching forms in foreign courses in the post

pandemic era. Due to the short practical time, there is limited research related to it. The existing research mainly focuses on the collaborative teaching strategies, models, and teaching evaluation of international courses. For example, Gao Muxing (2021) researched on the bidirectional teaching strategy of international courses^[1]. Shi Shi (2019) conducted empirical research on the collaborative teaching model of international cooperative education^[2]. Liang Jian et al. (2022) evaluated the teaching quality^[3].

2 The Connotation and Characteristics of the Collaborative Teaching Model of Online and Offline between Chinese and Foreign Teachers

2.1 Connotation

Dual-teacher collaborative teaching is also known as "synchronous collaborative teaching" or "simultaneous teaching of two person courses"^[4]. Dual-teacher teaching is mainly originated from vocational education, referring to the cooperation between of two teachers, one from the college and the other from enterprise, to carry out teaching activities of one course^[5]. Through the cooperation between college and industry professional teachers, students can engage in deep learning^[6]. With the development of internet technology, the dual-teacher teaching model can utilize internet technology. One teacher can give lectures online and the other teacher can assist offline to jointly carry out remote teaching for students who are learning in the classroom. It is usually a combination of famous teachers outside the college and normal teachers inside the college. Modern information technology has broken through the limitations of time, space, and personnel mobility, promoting the sharing of high-quality educational resources within and outside colleges, and even globally at the lowest cost and in the most convenient way. Online and offline collaborative teaching between Chinese and foreign teachers based on the internet is carried out by a foreign teacher in the foreign country through remote live streaming. Chinese professional teachers conduct offline classes, and the two teachers simultaneously carry out teaching activities for students who are learning in the classroom. Due to the use of internet technology and equipment, the main speakers who are foreign teachers can be connected to many classrooms. This enables one foreign teacher to give an online lecture and multiple domestic professional teachers or classrooms to synchronize and collaborate in teaching. This is also known as the "1+N" international synchronous remote collaborative teaching mode^[7].

2.2 Characteristic

Compared to the collaborative teaching of Chinese and foreign Dual-teachers conducted through offline teaching, online and offline collaborative teaching of Chinese and foreign Dual-teachers has the following characteristics:

(1) More strict requirements for the comprehensive quality of Chinese teachers. In offline dual-teacher collaborative teaching, classroom teaching, on-site Q&A,

classroom atmosphere, and classroom records are mainly controlled by foreign teachers. While, Chinese teachers mainly collaborate with foreign teachers to carry out Q&A and coaching work outside of class. In online and offline dual-teacher teaching, Chinese teachers need to participate in classroom Q&A, pay attention to students' learning status and resolve doubts, communicate with foreign teachers in a timely manner, maintain classroom order and a good classroom learning atmosphere. Chinese teachers should not only have a high professional level and strong language ability, but also teaching management experience and adaptability. If unexpected events such as stuttering occur during online teaching, emergency response and remedial measures can be taken by the Chinese teachers to ensure the smooth implementation of classroom teaching.

(2) Highly relying on internet technology and software devices. Internet technology and teaching equipment are the prerequisite and guarantee for the smooth implementation of this teaching mode. Before class, Chinese and foreign teachers usually use online communication software such as WeChat, QQ, Zoom, and Tencent Meeting to collaborate on class preparation. The implementation of online teaching requires the use of internet technology and the use of software such as video conferencing to achieve synchronous live streaming. Online teaching platforms are also required for online Q&A, homework guidance, and teaching material sharing between foreign teachers and domestic students. So, internet technology, software, and teaching platforms directly affect the implementation and effectiveness of teaching.

(3) The effectiveness of the teaching and learning model need to be tested. Although internet-based international dual-teacher education existed before the pandemic, it has been widely used in the post pandemic era. Due to the short practical time and limited experience available for reference, the effectiveness of teaching and learning need to be improved, and the evaluation of teaching quality is still incomplete. This teaching model is still being explored.

3 The problems and challenges in the implementation of online and offline collaborative teaching between Chinese and foreign teachers

The achievement of online and offline teaching effectiveness between both Chinese and foreign teachers relies on effective interaction and cooperation between foreign teachers, Chinese teachers and students, both online and offline. However, there are some difficulties during the implementation process, which can affect the effectiveness.

3.1 From the point view of the foreign teacher

Internationalized online teaching is a new thing for the world and also a new challenge and attempt for foreign teachers. With the increasing use of online teaching in international courses, achieving networked teacher abilities is a global common topic [8]. Online teaching has certain limitations. Firstly, the teaching method is limited by online. In online teaching, the student-centered teaching concept cannot be carried out

effectively. Especially in 1+N synchronous remote teaching, where multiple classes are involved offline, students in each class have different foundations and characteristics, making it difficult to uniformly implement student-centered teaching methods. In addition, the interactive methods are limited since the interactive functions of online teaching platforms are usually limited. If too many online interactive links are designed in teaching, it usually slows down the teaching progress. As a result, the traditional teaching method has to be adopted in online teaching, which mainly focuses on foreign teachers' lectures and intersperses with some online interactive links. Secondly, the online interaction effect cannot be guaranteed. The online interaction through text input is usually low-efficiency. While the voice interaction is sometimes limited by audio devices. In addition, although students in the class have a good foundation in foreign languages, it is still a big challenge for them to learn professional courses in native languages. Students are often in a state of "coping" with language understanding and knowledge learning, lacking the initiative to participate in online interaction, or the participation quality is not high.

3.2 From the point view of the Chinese teacher

Efficient collaboration between two teachers is an important guarantee for achieving good teaching results. This requires Chinese teachers to clarify their roles and responsibilities, and to serve as a bridge between the foreign teacher and students. However, the Chinese teacher face the following problems and challenges. Firstly, there are some inconveniences caused by cultural and teaching management differences. Chinese teachers need to be familiar with the course content, teaching objectives, teaching requirements, etc. China universities usually have relatively standardized teaching outlines, lesson plans, etc. for each course. But the teaching materials provided by foreign teachers do not have a complete correspondence. This requires local teachers to organize the teaching materials and have sufficient communication with foreign teachers. Secondly, universities do not have very detailed regulations and strict arrangements for the division of labor and coordination between the two teachers. This brings flexibility but also challenges to the collaborative work for the two teachers. Chinese teachers need to exert their subjective initiative, creatively carry out collaborative teaching, and improve the effectiveness of collaborative teaching. Thirdly, there are the pressure and challenge from multiple roles and tasks for Chinese teachers. Chinese teachers are both the implementers and learners of the course, playing a dual role of "teaching" and "learning". Especially in the classroom teaching process, Chinese teachers need to accompany students throughout the class, actively identify problems and communicate with foreign teachers, and also pay attention to students' status and answer their questions.

3.3 From the point view of students

Students mainly face adaptation issues in language, culture, online learning, and teaching methods to foreign teachers. In online teaching, although students can see the real-time status of foreign teachers through the teaching screen, they lack the charm of on-

site teaching through body language and eye contact. Students often become "buried in the head". Although the cases from foreign teachers can broaden students' international perspectives, students sometimes find difficult to understand due to cultural differences. The teaching style and methods of foreign teachers may also conflict with the long-term learning style formed by students.

4 Some thoughts on improving the effectiveness of the collaborative teaching

4.1 For the involved universities

(1) Both Chinese and foreign universities should strengthen the construction of dual-teacher team at home and abroad, and enhance the comprehensive ability of teaching staff. Firstly, excellent teachers should be selected to form a stable international dual-teacher teaching team. Chinese and foreign universities aim to improve the internationalization level of domestic universities by introducing high-quality teaching resources, teachers, teaching concepts, and methods through foreign courses. Therefore, foreign teachers should be excellent teachers from foreign universities. Similarly, young and middle-aged teachers with overseas study or work experience, strong foreign language communication skills, strong professional knowledge, and quick thinking are selected as teachers from Chinese universities. It is necessary to maintain the stability of the dual-teacher combination and reduce the cost of language and cultural differences between the two teachers. Secondly, both Chinese and foreign school should pay great importance to the cultivation and improvement of teacher abilities. By utilizing international platforms and participating in international education and teaching seminars, both Chinese and foreign universities are strengthening the cultivation of dual-teacher international teaching and online teaching abilities.

(2) Both Chinese and foreign universities should strengthen teaching organization and management, and do a good job in service and evaluation work. Firstly, it is necessary to strengthen teaching organization and management by adopting unified and standardized teaching materials. At the same time, it is necessary to ensure the online teaching platform, hardware and software facilities, and build a resource sharing platform. In addition to network equipment, online conversations, video teaching software and other facilities, both Chinese and foreign universities should also introduce and share high-quality course resources from foreign sources, such as foreign teaching videos, student works, case sets, etc. Considering the characteristics of online and offline international dual-teacher teaching, universities need to specifically design a teaching quality evaluation system for this teaching mode. The teaching quality evaluation system conducts multiple evaluations from the perspectives of teaching supervision and student experience, providing reference and reference for improving the effectiveness of teaching and learning under this model.

4.2 For the teachers

(1) Both foreign and Chinese teachers should establish the concept of a teacher community and carry out comprehensive and in-depth cooperation. In the collaborative teaching of two teachers, the relationship between the two teachers is not a course member relationship that independently completes the division of labor tasks, but a mutual cooperation and cooperation relationship. They are a teaching community. Before class, both Chinese and foreign teachers collaborate in class preparation. The Chinese teachers help the foreign teachers understand the learning situation, and they collaborate on curriculum design. Both parties have reached an agreement on the curriculum teaching philosophy, teaching objectives, teaching tasks, and teaching methods. During class, Chinese and foreign teachers collaboratively teach. Foreign teachers give online lectures, while Chinese teachers are responsible for maintaining classroom order and answering questions. If Chinese teachers organize flipped classrooms, foreign teachers are responsible for online real-time guidance. After class, both Chinese and foreign teachers provide collaborative guidance and reflection to improve teaching and enhance effectiveness. They are also a learning community. They can integrate and learn from each other. They are also a growing community. The two teachers engage in in-depth cooperation in teaching and research through exchanges, visits, online discussions, and other forms.

(2) Both Chinese and foreign teachers should carefully design and dynamically optimize the teaching implementation process to ensure efficient teaching implementation. They should focus on students, make full use of both online and offline paths, leverage the advantages of dual-teacher teaching, design the teaching process before, during and after class. They can reduce obstacles in teaching implementation by carefully designing teaching process. For example, in the pre-class stage, both teachers should conduct a survey of students' learning situation and provide pre-class preview guidance. Chinese teachers use online teaching platforms to publish teaching materials, including lesson plans, courseware, etc. And based on the key and difficult teaching points, arrange pre-class self-study content and conduct pre-class self-study testing. Students can ask questions through online teaching platforms. Foreign teachers use online test results and learning statistics to understand students' self-learning situation and knowledge foundation before class, and answer questions online. Students should use teaching materials to prepare for preview and classroom communication. Through the pre-class segment, students can understand the teaching methods and content in advance, reduce the burden of balancing language and knowledge learning, and cultivate self-learning ability. In the class segment, the two teachers collaborate to break through key and difficult points. In response to the difficulties and confusion in classroom teaching, Chinese teachers provide personalized guidance and assistance to students offline. Chinese teachers, through real-time online communication with foreign teachers, promptly answer and alleviate students' learning difficulties and confusions regarding common issues. In the final post class stage, the two teachers collaborate to achieve consolidation and expansion. Foreign teachers consolidate their knowledge through online Q&A and homework guidance. Chinese teachers guide students to carry out after class research and other practical activities to expand and transfer knowledge. Both Chinese and

foreign teachers optimize and adjust teaching implementation methods and content through co-teaching reflection.

5 Conclusions

Online and offline collaborative teaching between Chinese and foreign teachers is an innovation in international teaching mode. It opens up a new normal of teaching and plays an important role in promoting international education. To improve teaching effectiveness, it is necessary to strengthen cooperation between Chinese and foreign universities and teachers. In the future, more in-depth research and practice are needed from these two aspects.

Acknowledgement

The author would like to gratefully acknowledge Chongqing Key Project for Higher Education Teaching Reform Research (Project Number: 212126) and Chongqing Key Project for Education Science Planning (Project Number: 2021-GX-035).

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