

The Effective Application of Online and Offline Mixed Teaching Mode in the History Classroom of Universities

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Abstract: Online and offline mixed teaching mode is a new teaching mode based on modern media technology, which reflects the concept of "Internet plus" and conforms to the requirements of educational informatization. Effectively using online and offline teaching methods in the classroom teaching of history majors in universities, achieving a high degree of integration between traditional classroom teaching and modern information technology, carrying out mixed online and offline teaching, stimulating classroom vitality, and effectively improving history classroom teaching is of great significance. The article aims to analyze the connotation of mixed teaching mode and the application of online and offline mixed teaching mode in the classroom teaching of history major, in order to provide reference and reference for improving the effectiveness of basic classroom teaching of history major.

Keywords: Mixed Teaching; History; Effective Application

1. The connotation and role of online and offline mixed teaching mode

The online and offline mixed teaching mode refers to a new type of mixed teaching mode that utilizes information network technology and relies on network platforms to extend the physical time and space of the teaching classroom to the virtual time and space of the network, effectively combining the rich teaching resources of the Internet with advanced learning tools and classroom teaching, in order to improve teaching effectiveness and achieve educational goals.[1] The online and offline teaching mode mainly consists of two parts: "online internet teaching" and "offline auxiliary teaching". Online teaching mainly refers to a series of educational and teaching activities conducted through the use of virtual space and internet media. It utilizes modern technology, the "internet" as the basic carrier, and multiple online platforms to carry out open and shared online teaching. It screens out resources related to ideological and political theory courses from the rich network resources, providing students with more comprehensive, vivid, and specific learning paths; Offline teaching is relative to online teaching, which mainly utilizes the real physical space to carry out educational and social practice activities, in short, classroom teaching.

For the history professional classroom, this model has high practical value. The mixed online and offline teaching not only retains the traditional teaching methods of "blackboard teaching" and "theoretical teaching", but also introduces diversified teaching methods from modern teaching, making the history professional classroom no longer limited to the traditional teaching mode, and truly realizing the educational concept of "student-centered". At the same time, mixed learning can take advantage of both online and face-to-face teaching, avoiding their shortcomings, and on the other hand, it can promote the transformation of teaching models. It organically integrates modern information technologies such as mobile terminals and the internet into the learning activities of the curriculum, creating a student-centered learning environment. It can design appropriate teaching modes and learning support based on the needs of the curriculum, students, and teachers, providing students with truly personalized and targeted learning experiences.

2. The application of online and offline mixed teaching mode in history classroom teaching

2.1. Application principles

2.1.1. Teacher led

The teaching of history courses in universities is related to the major issues of "who cultivates

people, what cultivates people, and how to cultivate people" in socialist universities with Chinese characteristics.[2] Although there are abundant online resources nowadays, there is a mixture of good and bad, and students with relatively limited cognitive and academic levels cannot be completely distinguished. Therefore, the use of a mixed online and offline teaching model in the teaching of history courses should follow the teacher led principle, that is, we should carry out planned and selective teaching under the guidance of teachers, ensure the correct political direction of history course teaching, and avoid the disorderly use of online means and the rampant use of online resources.

2.1.2. Student centered

The original intention of the design of the online and offline mixed teaching mode is to improve the teaching effectiveness of traditional boring history courses, and the improvement of teaching effectiveness depends on whether students are interested and willing to actively participate in classroom teaching. Therefore, the second principle to be followed in mixed online and offline teaching is the student-centered principle. In teaching, teachers should take students' interests and needs as the starting point, flexibly choose teaching methods and methods, scientifically set up teaching environment and a platform where students can freely explore and communicate, pay attention to students' learning sharing and communication, so that students can not only "online" active learning, but also "offline" active participation, fully reflect students' dominant position, and change "I want to learn" to "I want to learn".

2.1.3. Combination of dispersion and concentration

'Dispersion' refers to the process of offline and online dual line dispersion and alternation. "Concentration" refers to the need to fully utilize the auxiliary functions of information technology while ensuring the integration of online and offline teaching content and links, ensuring consistency and consistency between teachers and students, achieving the artistic conception of "scattered form but not scattered meaning", and truly achieving teaching objectives. The teaching model that combines decentralization and concentration is more suitable for today's information-based education methods, and can also effectively mobilize the classroom atmosphere, providing more and better possibilities for history classroom teaching.

2.2. The application of online and offline mixed teaching mode in history classroom

2.2.1. Course resource construction

The construction of curriculum resources is the foundation for implementing mixed online and offline teaching in history courses. Among them, micro course production is the core, and the quality of its design and recording directly affects students' participation. In addition, the construction of course resources should be as rich and colorful as possible, including relevant courseware, lesson plans, videos, audio, exams, etc. Relevant materials are used by students to expand their knowledge and broaden their horizons. Theme discussions can stimulate everyone's enthusiasm for participation and express their own opinions. And these resources can be saved and opened for use at any time, making it easy for students to preview and review before and after class, increasing their autonomy in learning. Therefore, it is necessary to continuously enrich and improve the online teaching space, and strengthen the construction of online teaching resources. A rich and colorful online teaching space is an important support for implementing mixed online and offline teaching.

2.2.2. Remodeling the teaching process

(1) Pre class preview

Preview is a very important part of the learning process. At the beginning of the class, teachers establish courses and classes on the learning platform, and students join the class. Before classroom teaching, teachers can push relevant resources to the learning platform as needed and set up relevant task points. Students can learn and preview at any time according to their own time. Teachers can constantly monitor students' preview status, homework completion status, difficulties in the background, and summarize the problems they encounter. During classroom teaching, they can arrange teaching, focus on explanations, and engage in discussions with a targeted focus. For some basic knowledge, once they have mastered the preview, they can focus on understanding, deepening, and expanding in class.

(2) Knowledge transfer in class

Classroom teaching can be roughly divided into four stages: firstly, using platforms such as Rain

Classroom and DingTalk to enable students to quickly sign in. Online teaching generally has this function, which is convenient and fast, providing reference for final attendance scores. The second is to use about 20 minutes to review old knowledge and learn new knowledge. We can sort out the basic knowledge and check the students' preview situation. The third is to use about 20 minutes to answer the difficult questions reflected by most students during the preview, expand relevant knowledge, and guide students to group discussions. In this section, some interactive links can be added, such as voting, answering questions, selecting candidates, conducting questionnaires, etc., to stimulate students' enthusiasm for participation. The fourth is to use 2-3 minutes to summarize the knowledge points and comment on the results of student group discussions.

(3) Post class consolidation exercises

After class, teachers can use the platform to distribute discussion questions, practice questions, quizzes, and test papers to assess students' mastery. For teaching resources on the learning platform, such as teachers' courseware, lesson plans, micro lessons, etc., students can watch them repeatedly. This form is flexible and free, and students can arrange review according to their own time. The post class consolidation practice module fully extends specific classroom teaching, fully cultivates students' autonomous learning ability, and lays a solid foundation for cultivating lifelong learning habits.

2.2.3. Evaluation of teaching effectiveness

The learning effectiveness of students consists of online and offline evaluations, each accounting for 50%, or can be adjusted according to specific circumstances. Offline mainly includes reading reports, practical assignments, and final exams. The online section mainly includes: check-in, answering, discussion, homework, quizzes, etc. The process assessment mainly comes from the learning platform, and the content is detailed, objective, and fair. Through a mixed approach of online and offline course evaluation, students can actively participate in the classroom teaching evaluation system and provide timely feedback on relevant problems encountered in the classroom. It can also enable teachers to promptly understand the problems in classroom teaching and solve them in a timely manner, thereby further promoting the effective implementation of classroom teaching in the field of history. Obviously, the strong technical support of online teaching platforms plays an important role in improving the process assessment system of history courses in universities, solve many difficult to refine and quantify work problems in the offline teaching assessment process, and enhance the operability of the process assessment system.

2.3. The implementation effect of online and offline mixed teaching mode in history classroom

2.3.1. Enriched resource library and expanded learning channels

A good teaching design should first be supported by abundant course teaching resources. The application of modern information technology has provided great convenience for the teaching of history majors. Nowadays, with the establishment, promotion, and use of major learning platforms, the channels for students to learn history courses have been greatly expanded, which not only improves the convenience of students' learning, but also enriches the school's resource library and broadens the channels for students to deeply learn and understand history knowledge. The effective application of online and offline mixed teaching mode in the classroom teaching of history majors is beneficial for students to obtain resource information from multiple aspects and channels, as well as to broaden their learning channels and further acquire learning resources.

2.3.2. Enriched classroom interaction and communication effects

The most important and crucial aspect of mixed teaching in the theoretical courses of history is how to organically integrate the two teaching methods, online and offline, into a new teaching mode. The main advantage of the mixed online and offline teaching mode is its ability to seamlessly connect online and classroom teaching. In the teaching of theoretical courses in the field of history, teachers need to provide in-depth explanations on the logical structure, key and difficult points, historical background, and other issues between course knowledge, so that students can form a basic understanding of the course. However, how to interestingly transmit this knowledge has become a difficult problem for teachers. At this time, the integration of online teaching becomes very necessary. Online videos, images, and other intuitive and vivid forms can be used to present theoretical knowledge to students, create thematic teaching scenarios that attract their attention, and stimulate their enthusiasm as well as their interest in learning theoretical courses in history to enhance the effectiveness of classroom interaction and communication.

2.3.3. Mobilized students' enthusiasm for self-directed learning

The mixed teaching model effectively mobilizes students' autonomous learning ability. The teacher provides students with professional history course resources online, ensuring effective control and supervision. Students actively participate in learning and improve their learning abilities based on the teaching schedule arranged by the teacher. Specifically, there are three aspects: First, students have established the awareness of active learning. Online learning requires students to learn how to operate on their own. In the online teaching process, teachers are the providers of knowledge, and students are the subjects of learning. Students must actively understand the operation of the platform and enter the platform to complete various learning tasks. Traditional face-to-face classes are supervised by teachers in person and can force students to participate in learning, but online teaching relies more on students' initiative. So when arranging course content, teachers should pay attention to the organization and interest of the content, and the content must be combined with students' daily life and work reality, so that students can feel that learning is helpful to themselves, which helps students improve their learning initiative. Secondly, students can arrange their study time reasonably. Online recorded classes have given students a lot of freedom, and they cannot rush to complete them before the deadline because each video has learning progress and time control. Therefore, if the previous learning task is not completed, the subsequent learning tasks will become heavier and heavier, and in the end, they will not be able to complete them on time, resulting in a revision. So in the first class, students must browse the entire course content, arrange their participation time according to the schedule, and complete the learning tasks in a timely manner. Thirdly, students have established a holistic awareness and actively participate in the complete learning process. The teaching process is closely linked, and if one link falls off, it will affect the learning effectiveness of the entire course. The knowledge learned is one's own, and only by truly participating in the learning process can one feel the power of knowledge, both in terms of learning content and mastering learning methods.

3. Conclusion

In summary, the mixed online and offline teaching mode is based on the Internet platform, utilizing modern science and technology to achieve a perfect integration of open online learning and efficient classroom teaching, in order to promote the reform and innovation of the teaching mode of history courses. Online interactive communication and offline self-directed learning fully reflect the core ideas of the ideological and political teaching mode in the new era and background, and have a significant transformation effect on traditional ideological and political classroom teaching. Its diverse teaching forms and methods have promoted the improvement of the quality and efficiency of history professional classroom teaching. The mixed teaching mode, which combines the two teaching links and complements each other's advantages, greatly stimulates the enthusiasm of students to learn professional knowledge, and improves the ability of students to learn independently as well as the teaching quality of basic nursing courses. At the same time, the reform of teaching models has also played a promoting role in improving teachers' information-based teaching ability and teaching methods. The mixed teaching mode fully blends the online and offline teaching environments, ensuring that face-to-face and online learning work together and complement each other's strengths, allowing the two to demonstrate greater teaching effectiveness, and ensuring that students can select learning content more effectively and grasp learning progress based on their own actual situation.

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