

# Research on Online and Offline Mixed Teaching Mode—Taking Photoshop Course in Higher Vocational Colleges as an Example

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**Abstract:** This paper takes Photoshop course in higher vocational colleges as the research object, and discusses the application and effect of online and offline mixed teaching mode. Through the analysis of the teaching mode, this paper finds that the online and offline mixed teaching mode has the advantages of flexibility, interaction and personalization, and can better meet the needs of higher vocational education. Therefore, this paper believes that the application of online and offline mixed teaching mode is an effective way of higher vocational education.

**Keywords:** Online and offline hybrid; Teaching mode; Higher vocational education; Photoshop course

## 1. Introduction

### 1.1 Research purpose

The teaching mode of higher vocational education has always been one of the hot spots in educational research, and the online and offline mixed teaching mode, as a new teaching mode, has not been fully studied and discussed in the field of higher vocational education. Therefore, the purpose of this study is to explore the application and effect of Photoshop course in higher vocational colleges based on online and offline mixed teaching mode. The specific purposes are as follows: to analyze the present situation and problems of higher vocational education, and to explore the theoretical basis and characteristics of online and offline mixed teaching mode.

### 1.2 Research methods

This study adopts literature research, analyzes the present situation and problems of higher vocational education by consulting relevant literature, and discusses the theoretical basis and characteristics of online and offline mixed teaching mode to provide theoretical support for curriculum design and experimental research.

## 2. The present situation and problems of higher vocational education

With the development of social economy and the change of talent demand, higher vocational education plays an increasingly important role in China. Higher vocational education refers to cultivating talents with certain vocational skills and practical ability through vocational colleges or higher vocational colleges after graduation from high school. The goal of higher vocational education is to cultivate high-quality talents to meet the needs of social development and provide strong talent support for economic and social development.<sup>[1]</sup>

However, there are still some problems and challenges in the current higher vocational education. First of all, traditional teaching methods and methods can no longer meet the needs of students, and students have higher and higher requirements for teaching content and teaching methods. Secondly, there are still some problems in the curriculum and teaching quality of higher vocational education, and it is necessary to improve the teaching quality and effect by innovating teaching modes and methods. Finally, the construction of teachers and the allocation of educational resources in higher vocational education need to be further strengthened and improved.

### ***2.1 The theoretical basis and characteristics of online and offline mixed teaching mode***

Online and offline mixed teaching mode refers to the combination of traditional face-to-face teaching and online teaching, and realizes the flexibility, interactivity and personalization of teaching through teaching platform, online courses, video teaching and online discussion.

Online and offline mixed teaching mode has the flexibility of time and space, and students can choose their learning methods and learning rhythm according to their own time and place, which improves the autonomy and personalization of learning. The online and offline mixed teaching mode is interactive. Students can communicate and interact with teachers and classmates through online discussion and collaborative learning, which promotes the cooperation and communication between learners. The online and offline mixed teaching mode is personalized, and students can choose different learning resources and learning methods according to their own learning needs and interests, which improves the personalization and diversity of learning.<sup>[2]</sup>

### ***2.2 The concept and classification of online and offline mixed teaching mode***

With the development of information technology and the popularity of the Internet, the integration of online education and offline education has become a new teaching mode-online and offline mixed teaching mode. This model refers to the combination of online education and offline education, and realizes the sharing of teaching resources, the interaction of teaching contents and the diversification of teaching methods through the Internet and information technology, so as to improve the teaching effect and learning experience.

According to the different teaching contents, online and offline mixed teaching modes can be divided into synchronous mixed teaching and asynchronous mixed teaching.

Synchronous mixed teaching means that at the same time, students study in the classroom and online at the same time, and teachers teach through webcasting or video conferencing. This teaching mode can make students and teachers interact in different places, improve teaching efficiency and students' participation. Asynchronous mixed teaching means that students study at different times and places, teachers provide teaching resources and guidance through the network platform, and students can study according to their own time and progress. This teaching mode can improve students' autonomous learning ability and learning effect, and at the same time reduce teachers' teaching pressure.

## **3. Theoretical basis and characteristics of online and offline mixed teaching mode**

In order to solve the problems and challenges existing in higher vocational education, scholars have put forward many new teaching models and methods. Among them, the online and offline mixed teaching mode is a relatively novel and promising teaching mode. Online and offline mixed teaching mode refers to the combination of traditional face-to-face teaching and network teaching to form a new teaching mode. The online and offline mixed teaching mode is flexible, interactive and personalized, which can better meet the needs of students and improve the teaching quality and effect.

### ***3.1 Problems and Challenges in Higher Vocational Education***

Higher vocational education is an important part of China's education system, which has the function of cultivating high-quality skilled talents to meet the needs of modern industrial development. However, there are still some problems and challenges in the current higher vocational education.

The educational concept and teaching mode of higher vocational education are relatively old, mainly focusing on imparting knowledge, ignoring the cultivation of students' practical ability and innovation ability. This educational model can not fully meet the needs of modern industrial development, and needs to be reformed. The quality of personnel training in higher vocational education is not high, which is mainly manifested in students' low comprehensive quality, insufficient practical ability and weak innovation ability. These problems are related to the education and teaching mode, the construction of teaching staff and the construction of teaching materials. The mismatch between higher vocational education and modern industrial demand is mainly manifested in the mismatch between education and teaching content and industrial demand, the mismatch between teachers and industrial demand, and the lack of internship opportunities and practical opportunities for students. These problems require higher vocational education to establish closer ties with industry and strengthen cooperation in industry-

University-Research. The educational resources of higher vocational education are relatively insufficient, mainly in teaching equipment, teaching places and teaching materials. These problems require the government to increase investment in higher vocational education and improve the allocation efficiency of educational resources.<sup>[3]</sup>

### ***3.2 Characteristics and development trend of higher vocational education***

Higher vocational education refers to the educational form with the main goal of cultivating applied talents in the higher education system. Compared with ordinary undergraduate education, higher vocational education has the following characteristics:

Clear goals and career orientation. The goal of higher vocational education is to cultivate applied talents with certain vocational skills and qualities, emphasizing the planning and guidance of students' career. Strong practicality and emphasis on practical training. Higher vocational education pays attention to practical teaching, focusing on practical ability and vocational skills, and cultivating students' practical ability through practical training and internship. The curriculum is flexible and close to the market demand. The curriculum of higher vocational education is flexible and diverse, and it is adjusted and updated according to market demand and industry development trend to ensure the practicality and timeliness of students' knowledge and skills. The teaching staff is professional and has rich practical experience. Teachers in higher vocational education have strong practical experience and professionalism, and can provide students with professional and practical education services.

With the rapid development of social economy and the change of talent demand, higher vocational education is constantly developing and changing. In the future, the development trend of higher vocational education will present the following aspects: integration with industry and strengthening career orientation. Higher vocational education will pay more attention to the integration with industry, adjust and update curriculum according to market demand and industry development trend, strengthen career orientation and improve graduates' employment competitiveness. Promote education informatization and expand teaching mode. Higher vocational education will strengthen the construction of educational informatization, expand teaching mode, popularize new teaching modes such as online and offline mixed teaching, and improve teaching effect and quality. Deepen teaching reform and improve teaching quality. Higher vocational education will deepen teaching reform, strengthen curriculum construction and the construction of teaching staff, improve teaching quality and teaching effect, and provide better educational services for students. Promote international development and expand international exchanges. Higher vocational education will strengthen international development, expand international exchanges, introduce advanced foreign educational ideas and resources, and improve the quality of education and international competitiveness.<sup>[4]</sup>

## **4. Design of online and offline mixed teaching mode for Photoshop course in higher vocational colleges**

This chapter mainly introduces the design of online and offline mixed teaching mode of Photoshop course in higher vocational colleges, including the design of course objectives and teaching content, teaching activities and evaluation methods. Specifically, this chapter will introduce how to combine online and offline teaching, how to use online teaching platform to assist teaching, how to design interactive and personalized teaching activities, and how to use diversified evaluation methods to better promote students' learning.

### ***4.1 Design of course objectives and teaching contents***

Photoshop is an indispensable software in modern design industry. The teaching goal of Photoshop course in higher vocational colleges is to train students to master the basic operation and application skills of Photoshop and be able to complete design tasks independently. In order to achieve this goal, we divide the course into online and offline parts, and the specific design is as follows:

Online teaching is mainly carried out through the online course platform, including the following contents: explanation of basic knowledge of Photoshop, release and correction of exercises and homework, sharing and exchange of course materials and learning resources, and offline practice mainly through classroom teaching, including the following contents: demonstration and practice of basic operation of Photoshop, arrangement and explanation of design tasks, and classroom discussion and interaction.<sup>[5]</sup>

According to different learning stages, we have designed different teaching contents:

(1) Learning the basic knowledge of Photoshop. The teacher explains the basic interface of Photoshop, toolbars, layers and other knowledge points, and provides demonstration videos and exercises. Teacher's demonstration, student's Practice and master the basic operation of Photoshop.

(2) Learning Photoshop application skills. The teacher explains the common application skills of Photoshop, such as image processing and typesetting design, and provides demonstration videos and exercises. The teacher arranges and explains the design tasks, so that students can use Photoshop to carry out the actual design operation.

(3) Learning the comprehensive application of Photoshop. The teacher explains the advanced application skills of Photoshop, such as image synthesis and special effects design, and provides demonstration videos and exercises. Students can use Photoshop to carry out complex design operations and improve their comprehensive application ability when completing comprehensive design tasks.

Through the design of online and offline mixed teaching mode, we can not only let students study in their own time and space, but also provide practical opportunities and teacher guidance, so that students can better master the application skills of Photoshop.

## ***4.2 Design of teaching activities and evaluation methods***

### ***4.2.1 Design of teaching activities***

Under the online and offline mixed teaching mode, teaching activities need to take into account two different teaching environments and teaching methods, so that students can obtain more abundant and diverse learning experiences in different scenarios. The specific teaching activities are designed as follows:

(1) offline classroom teaching. In online classroom teaching, teaching methods such as explanation, demonstration and practice are mainly used to help students master the basic operation and skills of Photoshop software. Specific teaching activities include: explaining the basic functions and operation methods of Photoshop software; Demonstrating the practical application scenarios and cases of Photoshop software; Organizing students to practice in order to consolidate their knowledge and skills.

(2) Online course learning. In online course learning, video teaching, online discussion and homework assignment are mainly used to help students further study the application and skills of Photoshop software. Teachers provide video teaching resources for students to learn the application and skills of Photoshop software independently, Organize students to have online discussions to promote communication and interaction among students and assign homework for students to practice, thus consolidating their knowledge and skills.

### ***4.2.2 Design of evaluation methods***

Under the online and offline mixed teaching mode, the evaluation method needs to take into account both online and offline teaching environments and teaching methods to reflect students' actual learning situation and level. The specific evaluation methods are designed as follows:

(1) offline classroom teaching evaluation. In online classroom teaching, the methods of examination and practical operation are mainly used to evaluate, so as to reflect students' mastery and skill level of Photoshop software. Specific evaluation methods include: examination evaluation: to test students' mastery and skill level of Photoshop software through examinations; Practical operation evaluation: through practical operation, students' practical application ability and innovation ability of Photoshop software are tested.

(2) Online course learning evaluation

Online course learning mainly adopts online homework, discussion and evaluation to reflect students' in-depth study and thinking ability of Photoshop software. Teachers can learn about students' in-depth study and thinking ability of Photoshop software by conducting online homework tests and hold online discussions to test students' understanding and application ability of Photoshop software. <sup>[6]</sup>

## **5. Conclusion**

This study takes Photoshop course in higher vocational colleges as the research object, and discusses

the application and effect of this teaching mode by designing online and offline mixed teaching mode. It is found that the online and offline mixed teaching mode has the advantages of flexibility, interaction and personalization, and can better meet the needs of higher vocational education. At the same time, the application of online and offline mixed teaching mode can improve students' academic performance and learning motivation, and enhance students' autonomous learning ability and innovation ability. First of all, the online and offline mixed teaching mode is flexible and can better meet the needs of higher vocational education. Teachers can flexibly adjust teaching plans and teaching methods according to the actual situation of students, so as to improve the teaching effect. Secondly, the online and offline mixed teaching mode is interactive and can enhance students' learning motivation and autonomous learning ability. Students can interact with teachers and classmates through the online platform to improve the learning effect and quality. Finally, the online and offline mixed teaching mode is personalized and can meet the individual needs of students. Students can choose online or offline learning independently according to their learning progress and learning ability, so as to improve the learning effect and quality. This study is of great significance to the development of higher vocational education. On the one hand, this study provides an effective teaching mode for higher vocational education, which can better meet the needs of students and improve the teaching effect and quality. On the other hand, this study provides some reference for the teaching reform of higher vocational education and can promote the development and progress of higher vocational education.

In a word, this study is of great significance to the development and teaching reform of higher vocational education, and can provide some theoretical and practical support for the development of higher vocational education.

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