

# Research on the Promotion of Chinese Vocational College Students' Participation in Online and Offline Blended Teaching

Jing Chen

*School of Economics and Management, Jiangsu Maritime Vocational College, Nanjing 210000, China*

**ABSTRACT.** *In today's online and offline blended teaching, students' learning participation has a direct impact on the mixed teaching effect. This paper summarizes the online and offline blended teaching and student participation, and based on the existing problems of students' participation in the online and offline blended teaching in an English classroom of a vocational college, puts forward the countermeasures to improve students' participation.*

**KEYWORDS:** *Higher vocational, Online and offline, Blended teaching, Participation*

## 1. Overview of relevant definitions

### 1.1 Online and Offline Blended Teaching

The online and offline hybrid teaching mode combines Internet information technology with traditional classroom teaching, which can not only help teachers to play a leading role in guiding and monitoring the teaching process [1], but also help students to regain their dominant position in classroom learning and improve their enthusiasm and creativity in learning. Through the investigation, it is found that only by combining the online and offline teaching links and adopting the hybrid teaching mode to innovate the classroom teaching can we meet the current development needs of higher vocational students and achieve the best teaching status.

### 1.2 Student Participation

Participation is an activity in which individuals participate in the group by means of communication and discussion. In the activity, individuals are actively involved and will not be affected by external factors. [2] Everyone will be treated fairly. The participation in blended teaching is that students take the initiative to organically combine the depth of teaching activities. The evaluation of student participation refers to the time, effort and timeliness of students' activities during the study period. According to indiana university professor John Kuhn, who first proposed the concept of student engagement, the key factor in measuring effectiveness in college teaching is student engagement. Colleges and universities have long focused on student achievement and classroom participation, which is a key measure of the quality of higher education. In blended teaching, student participation refers to the degree to which students participate in classroom teaching and online learning.

## 2. Students' Participation in the Online and Offline Blended English Teaching in a Vocational School

### 2.1 Students' Online in-Depth Discussion and Reflection Are Not Ideal

According to the number and details of the discussion and comments in the online learning of vocational English courses, most of the students only express their feelings such as complaining, expressing confusion about the future or expressing approval or opposition. According to the online discussion and comment content arranged by the second Dan teacher of vocational English course, among the 18 students who followed the topic,[3] only 3 students listed their Suggestions on the topic in detail and explained them in detail, while the rest of the comments were superficial thumb up. At the present stage, the most obvious problems in online learning are the simple exchange of online answers, the excessive expression of emotion, the lack of in-depth analysis and a large number of surface interactions, and the lack of in-depth discussion.

## ***2.2 Low Submission Rate of Students' Online Homework Resource Sharing***

In higher vocational English learning platform of cloud, in interviews of 68 students, said “tend to be more simple practice content” of 61, they need independent creation or expand the practice topic, hope can get the answer through others, or browse the teacher the answer provided the creation ability and the active learning ability is weak. In addition, others said that they are weak in self-control when learning online, so they are likely to take chances on their roles and learning content on virtual online platforms [4]. Due to self-suggestion and the lack of a comprehensive incentive system, students tend to get “lost” and “lost” in the process of learning. When learning online, they gradually change to clicking on interesting content on other network platforms, or playing games while learning online.

## ***2.3 Grouping Has Multiple Influences on Student Participation***

The purpose of grouping students is to increase the learning efficiency of students. Under normal circumstances, students in the same dormitory are actively grouped, but students in different dormitories can only be grouped under the coordination of teachers. The groups with the highest levels of participation were made up of three or four students with different interests, but the groups with the lowest levels of participation were usually made up of two or three students. Therefore, students' preference for learning will greatly affect their team spirit and participation in group cooperation. The multiplicity of individual students makes their participation in various groups also vary.

## ***2.4 Students Are Less Active in Participation***

Higher vocational English class students are usually arranged according to the teacher after class assignments to post, although the students actively participate in, but students post generally comments, and many of the comments content more posts for emotional color is strong, such as “so-and-so classmate say a lot of sense” “and” for “and” supporting so-and-so classmate play call “so-and-so classmate. Visible, the student is not spontaneous, but in order to complete the teacher's assigned learning task. This shows that many students participate in learning because the teacher has rigid requirements, the subject consciousness is not strong, purely passive participation [5].

## **3. Strategies for Improving Students' Participation in the Mixed Online and Offline Teaching Mode**

### ***3.1 Reasonably Guide Online Learning Activities to Provide Timely Feedback***

In the process of leading students to actively participate, teachers should teach students relevant operational experience, explain the task evaluation criteria to students, and then show relevant cases to the class to determine the learning tasks of each group. It should be noted that according to the interview results, 67 students, accounting for 98.5 percent, hope that teachers can give feedback in time to improve the learning quality in the online learning process. Therefore, in the online learning of English classes in higher vocational colleges, teachers should set up an information feedback board to praise students who actively participate, regularly deal with questions with high frequency [6], and appropriately change the teaching plan according to the discussion schedule, so that the level and stage of students' participation can be effectively distinguished. In addition, when guiding students to learn online, teachers should give full play to the team spirit and arrange group tasks “different from group to group”, so that all team members can fulfill their duties and apply their respective strengths, increase the spirit of teamwork, and stimulate students' enthusiasm and initiative to the greatest extent.

### ***3.2 Integrate Online Resources to Improve Learning Adaptability***

When carrying out the design process of online resources, we should take into account the cognitive characteristics, learning situations, learning tasks and constraints faced by students in online learning, and optimize and integrate online resources in a scientific and reasonable way. According to the cognitive discovery theory put forward by bruner and the guiding ideology of cognitive assimilation theory put forward by ausubel in the traditional teaching design, the online resources are integrated and optimized by combining the process of students' participation in online learning with the information processing process of cognitive learning. To explore the influence of students to participate in the online learning process, learning theory for reference, the

information processing principle of can carry on the dynamic adjustment of the online learning environment, make the students' cognitive level and learning habits are different also can adapt to the system, thus stimulates the student to participate in online learning enthusiasm, dedication to the interactive learning; At the same time, more students can be involved in the online learning environment to prevent the insufficient information processing from reducing students' participation[7].

### ***3.3 Scientifically and Rationally Organize Students into Groups***

First, instead of grouping students in English classes in the past, teachers can group independently with the assistance of the teacher. Teachers can understand the specific situation of all students and individual students, and focus on the students' willingness in grouping, so as to effectively stimulate students' enthusiasm for participation from the starting point. Second, the teacher should have some understanding of the students' interests and hobbies, learning basis, personality and special skills, grouping requirements and expectations of the group members, so as to reasonably group the students on this basis, and announce the final grouping results to the students and make appropriate adjustments. Thirdly, during the teaching period, teachers should group students according to their interest in learning in class, online learning and participation in group learning, listen to students' Suggestions, and try their best to tap out students' development potential, so as to improve students' subjective initiative[8].

### ***3.4 Positive Communication to Improve the Mixed Teaching Effect***

If you want to increase hybrid higher vocational English teaching effectiveness, you must be in the learning process overall play, the enthusiasm and initiative of students, teachers should strengthen to student's guide, become a real and students, each student to master the real ideas, positive and interaction with the exchange of students, arouse the enthusiasm of students to participate in the study, play to students' subjective initiative.

## **4. Conclusion**

The classroom teaching reform of English in higher vocational colleges is imperative. To improve students' participation in the process of online and offline blended teaching in higher vocational colleges, teachers should start from the following aspects: reasonably organize and guide online learning activities, attach importance to information feedback; Integrate and optimize online resources to improve the adaptability of online learning; Organize students to group reasonably; Actively communicate with students to improve their participation

## **References**

- [1] Thomas G. Reio, Cyntianna C (2018). Ledesma Ortega. Online Learning: Demotivators and Motivators of Faculty Online Teaching Participation [J]. Handbook of Research on Teaching & Learning in K Education, vol. 18, no. 2, pp. 255-260.
- [2] Akhtar S, Warburton S, Xu W (2015). The use of an online learning and teaching system for monitoring computer aided design student participation and predicting student success [J]. International Journal of Technology and Design Education, vol. 27, no. 1, pp. 20-25.
- [3] Akhtar S, Warburton S, Xu W (2017). The use of an online learning and teaching system for monitoring computer aided design student participation and predicting student success [J]. International Journal of Technology & Design Education, vol. 27, no. 2, pp. 251-270.
- [4] Jian-Mei W (2016). Research on Strategy to Improve the Online Teaching Discussion Participation and Interactive Teaching--With the Topic of Accounting Standards for Business Enterprises course in open education for example [J]. Journal of Tianjin Vocational Institutes, vol.33, no. 2, pp. 264-266.
- [5] Taylor P, Pettit J (2017). Learning and teaching participation through action research: Experiences from an innovative masters programme [J]. Action Research, vol.5, no. 3, pp. 231-247.
- [6] Murphy L, Eduljee N B, Croteau K, et al (2017). Extraversion and Introversion Personality Type and Preferred Teaching and Classroom Participation: A Pilot Study [J]. Journal of Psychosocial Research, vol. 12, no. 4, pp.262-266.
- [7] Xingguo Z, Yingtao L, Ruting D (2019). Construction and Application of Teaching and Evaluation Integration and participation Teaching Model under the Background of Transformation [J]. Journal of baoshan university, vol.17, no. 3 pp. 362-368.
- [8] Guo-Li Y, Qian-Qian Z, Jin-Jin W (2019). Practice and Exploration of SPOC Online and Offline Mixed Teaching Mode in the Teaching of Medical Statistics based on Post-MOOC Era[J]. Education

modernization, vol. 36, no. 2, pp. 624-630.