Research on the Development Path of Online and Offline Integrated Teaching in Universities under the Background of Digital Intelligence Era

Qianyu Zhang[*]

Hoseo University, Asan, 314315, Korea
[*]*Corresponding author*

Abstract: *With the advent of the digital age, higher education is undergoing an unprecedented transformation. The integration of online and offline teaching, as an important measure to address this challenge, has significant significance and value. This paper aims to explore how universities can develop integrated online and offline teaching in the context of the digital age, and propose relevant suggestions and paths. Firstly, this article analyzes the challenges and opportunities faced by higher education in the context of the digital age, and elaborates on the importance of integrating online and offline teaching. Secondly, the development path of integrated online and offline teaching in universities was explored from the aspects of policy planning, teacher training, teaching resource allocation, and student participation. Finally, the key factors for the development of integrated online and offline teaching in universities were summarized, and their future development trends were discussed.*

Keywords: *the era of digital intelligence, higher education, integrated online and offline teaching*

1. Introduction

With the rapid development of information technology and the increasing trend of intelligence, we are gradually entering the era of digital intelligence. In this era full of challenges and opportunities, the education sector is also facing unprecedented changes and innovations. As an important component of education, higher education faces new missions and responsibilities in the era of digital intelligence. It needs to adapt to the needs of the new era, continuously innovate educational models, improve teaching quality, and cultivate talents that are more suitable for future social needs. Online education and offline education, as two important forms of higher education teaching, each have unique advantages and limitations [1]. In the era of digital intelligence, how to fully utilize digital technology and intelligent means to achieve the organic integration of online and offline education has become an important issue in the reform of higher education. The integration of online and offline teaching can not only fully leverage the advantages of both, improve teaching effectiveness and quality, but also meet the personalized learning needs of different students, promote educational equity and balanced development.

Therefore, this paper aims to deeply explore the development path of online and offline integrated teaching in universities under the background of the digital age. Through theoretical analysis of integrated teaching models and practical case studies, effective strategies and measures to promote education reform and innovation in universities are summarized, providing theoretical support and practical reference for the sustainable development of higher education in China.

2. Reform of higher education in the era of digital intelligence

In the context of the digital age, higher education is facing unprecedented challenges and opportunities. This section will discuss the characteristics and impacts of the digital age, the necessity of educational reform in universities, and the current application status of digital technology in education, in order to reveal the profound impact and transformation needs brought by the digital age on higher education.

2.1 Characteristics and influence of the digital intelligence era

In the era of digital intelligence, the rapid development of information technology and the popularization of intelligent applications have shown characteristics such as diversification, cross-border integration, and personalized customization. With the widespread popularity of information technology and the Internet, people's access to information and knowledge has become more convenient, which not only challenges the traditional teaching model and educational concepts, but also promotes innovation and development in the field of education. Meanwhile, the continuous emergence of emerging technologies such as artificial intelligence, big data, and cloud computing has provided new possibilities and opportunities for education and teaching. The rise of the digital age means that higher education must face changes and adapt to the requirements and challenges of the new era. The traditional teaching model is gradually becoming outdated, so innovation is needed to improve teaching effectiveness and educational quality. Personalized and customized education models are gradually becoming a trend, and educational institutions need to pay more attention to the individual differences of students and provide them with tailored learning plans and services. Cross disciplinary integration has also become one of the important features of educational reform in the digital age. The intersection and integration between different disciplines can promote knowledge innovation and the cultivation of interdisciplinary abilities, cultivating students' ability to comprehensively develop and apply knowledge. In addition, the continuous emergence of emerging technologies provides rich possibilities for education and teaching. Artificial intelligence can be used for personalized teaching assistance and intelligent evaluation, big data technology can help educational institutions better understand the learning situation and needs of students, and cloud computing provides convenience for the sharing and management of educational resources.

2.2 The necessity of higher education reform

Faced with the challenges and opportunities of the digital age, university education urgently needs to undergo profound changes and innovations. The traditional teaching mode and educational philosophy have clearly lagged behind and cannot meet the needs of today's students [2]. Therefore, higher education urgently needs to adopt more flexible and diverse educational forms and content to better adapt to the individual differences and learning needs of students. With the continuous development of the social economy and the rapid progress of technology, the demand for talents has also undergone earth shaking changes. Higher education must keep up with the times, keep up with the pulse of the times, actively cultivate high-quality talents that meet the needs of future social development, and provide a continuous stream of talent support for social progress and innovative development. Therefore, the reform of higher education is imperative. Only by adapting to the development requirements of the digital age can we stand undefeated in fierce competition and contribute more wisdom and strength to social development.

2.3 Current application status of digital intelligence technology in education

The application of digital technology in education has made certain progress. For example, artificial intelligence technology can provide students with personalized learning experiences and teaching services through intelligent teaching systems and personalized learning recommendation algorithms. Big data technology can analyze student learning data, discover their learning characteristics and problems, and provide precise teaching guidance for teachers. Cloud computing technology can achieve the sharing and collaboration of educational resources, break geographical restrictions, promote educational equity and resource balance. Although there are still some challenges and problems in the application of digital technology in education, its enormous potential and prospects have attracted widespread attention and attention.

3. Integration mode of online and offline teaching

In today's field of higher education, the integration of online and offline teaching has become a trend. This integration model combines the characteristics and advantages of online teaching and offline teaching, aiming to provide more flexible and diversified educational services to meet the personalized learning needs of students [3]. Below, we will explore the characteristics and advantages of online and offline teaching, as well as the types and characteristics of integrated modes.

3.1 Characteristics and advantages of online teaching

Online teaching is highly praised for its flexibility, convenience, and personalized characteristics. Firstly, students can choose to study according to their personal time and location, without being constrained by geography and time, which greatly enhances the freedom and flexibility of learning. Secondly, online teaching resources are very abundant, and students can easily obtain a large amount of learning materials through the internet, such as courseware, videos, papers, etc., which helps to expand their learning horizons and improve learning effectiveness. In addition, online teaching can also utilize intelligent learning systems and personalized learning recommendation algorithms to provide students with customized learning content and paths, meeting the personalized learning needs of different students. This personalized and customized learning approach not only enhances students' interest and participation in learning, but also better meets their learning abilities and needs, promoting their comprehensive development.

3.2 Characteristics and advantages of offline teaching

Compared to online teaching, offline teaching has significant advantages in interactivity and practicality. In offline teaching, students and teachers can communicate face-to-face, which enables problems to be solved in a timely manner and also promotes emotional communication and ideological collision between teachers and students. This kind of emotional communication and ideological collision is often difficult to replace by online teaching in the teaching process. It can stimulate students' interest in learning, enhance their understanding and memory of knowledge. In addition to face-to-face communication, offline teaching also provides rich practical opportunities, such as laboratory classes, internship classes, etc. These practical activities can help students transform abstract theoretical knowledge into concrete operations, thereby better understanding and mastering knowledge. By participating in practice, students can not only apply the knowledge they have learned to practice, but also cultivate practical skills and innovative spirit, and enhance their problem-solving abilities. In addition, offline teaching also helps to promote cooperation and communication among students. In the classroom, students can engage in group discussions, teamwork, and other activities to explore and solve problems together. This kind of cooperation and communication not only enhances students' teamwork ability, but also cultivates their social skills, making it easier for them to integrate into the team and cooperate with others in their future work and life.

Overall, offline teaching, through its interactive and practical characteristics, can provide students with a richer and more effective learning experience, promoting their comprehensive development and growth. Although online teaching has convenience and flexibility in some aspects, the direct communication and practical experience that offline teaching can provide is still its unique advantage [4]. Therefore, in teaching practice, we should fully leverage the advantages of offline teaching to provide students with higher quality educational resources and services.

3.3 Types and characteristics of fusion modes

The fusion mode can be divided into two types: synchronous fusion and asynchronous fusion. The synchronous fusion mode refers to the synchronization of online and offline teaching, for example, using video conferencing technology to enable real-time interaction between remote students and on-site teaching; The asynchronous integration mode refers to the combination of online and offline teaching in stages and contents, such as using online platforms to provide pre class preview and homework, while keeping the explanation and practical operation of key knowledge points in offline teaching [5]. The characteristic of the fusion mode is that it fully utilizes the advantages of online and offline teaching, achieving maximum utilization of teaching resources and maximum improvement of learning effectiveness. It is a flexible, diverse, and personalized customized teaching mode.

4. Exploration and suggestions for development path

4.1 Develop integrated teaching policies and plans

In order to promote the integration of online and offline teaching, the primary task is to establish appropriate policies and plans. In this regard, government departments play a crucial role. They can formulate relevant policies to encourage universities to actively participate in integrated teaching practices and provide necessary support and reward mechanisms. These policies can include specific

measures such as financial support, construction of technological facilities, and sharing of educational resources to create a favorable development environment. At the same time, universities must also establish a sound integrated teaching management system, formulate detailed implementation plans and operational norms. In this way, it can ensure the smooth promotion and effective implementation of integrated teaching, thereby better meeting teaching needs and improving teaching quality.

4.2 Strengthen teacher training and technical support

The teaching staff is one of the crucial elements for the successful implementation of integrated teaching. Universities have a responsibility to strengthen the training of teachers to enhance their abilities in online teaching and the application of educational technology. This includes cultivating their ability to flexibly apply various teaching tools and technical means, designing and conducting high-quality online courses. At the same time, universities should also provide sufficient technical support to ensure that teachers can smoothly solve technical difficulties encountered in the process of integrated teaching. Establishing a professional technical team to provide timely assistance and guidance to teachers is the key to ensuring smooth teaching. Through these measures, universities can effectively improve the teaching level of teachers and further promote the development of integrated teaching.

4.3 Optimizing the allocation of teaching resources and course design

In order to further enhance the effectiveness of integrated teaching, it is necessary for universities to optimize the allocation of teaching resources and course design. In terms of teaching resources, universities can actively integrate online resources and create a unified teaching platform to provide students with a convenient learning environment and rich learning resources. Through such measures, students can easily access the necessary learning materials and enjoy diverse learning experiences, thereby better achieving personalized learning goals. In terms of curriculum design, teachers should carefully design interactive and practical course content based on the characteristics of the subject and the needs of students. This includes but is not limited to utilizing the characteristics of online and offline teaching, designing reasonable teaching arrangements and task assignments to stimulate students' interest and participation in learning. By introducing diverse teaching methods and tools, such as online discussions, experimental simulations, case studies, etc., teachers can better meet the learning needs of students and promote the cultivation of their deep learning and practical abilities.

4.4 Stimulating students' interest and participation in learning

The learning interest and active participation of students are key factors in promoting the effectiveness of integrated teaching. Universities can stimulate students' learning enthusiasm and enhance their learning initiative through diverse teaching activities and flexible teaching methods. For example, a combination of online and offline course practice activities can be organized to involve students in project research and practical experiments, so that they can have a deeper understanding of the learned content and apply knowledge to practical situations [6]. In addition, universities can provide rich classroom interaction opportunities, encourage students to participate in discussions, raise questions, and cultivate their critical thinking and innovation abilities. On the other hand, establishing a good learning atmosphere and support system is also crucial. Universities can provide necessary learning support and guidance to students by setting up study groups and providing guidance from mentors, helping them overcome difficulties encountered in their studies. In addition, utilizing technological means to establish online learning communities allows students to communicate and share learning resources and experiences with each other, thus forming a good learning mutual aid network. Through these measures, universities can effectively improve the learning outcomes of students and promote the continuous development and improvement of integrated teaching.

5. Conclusion

With the advent of the digital age, higher education is undergoing an unprecedented transformation. The integration of online and offline teaching, as an important measure to address this challenge, has significant significance and value. This paper explores the development path of integrated online and offline teaching in universities from the perspectives of policy planning, teacher training, teaching resource allocation, and student participation, and draws the following conclusions. Firstly, formulating

integrated teaching policies and plans is a prerequisite and guarantee for promoting the development of online and offline integrated teaching. Government departments should introduce relevant policies to encourage universities to carry out integrated teaching practices, and provide support and reward measures. Universities should also establish a sound management system internally to ensure the effective implementation of integrated teaching. Secondly, strengthening teacher training and technical support is the key to improving the quality of integrated teaching. Universities should enhance teachers' online teaching and educational technology application abilities through training, while providing sufficient technical support to solve technical problems in the teaching process and ensure the smooth progress of teaching. Thirdly, optimizing the allocation of teaching resources and curriculum design can improve the effectiveness of integrated teaching. Universities can integrate online resources, build a unified teaching platform, and provide students with rich learning resources. Teachers should design interactive and practical course content based on the characteristics of the subject and the needs of students, in order to improve their learning enthusiasm and participation. Finally, stimulating students' interest and participation in learning is the key to the success of integrated teaching. Universities can stimulate students' interest in learning and enhance their learning motivation through a variety of teaching activities and methods. At the same time, establish a good learning atmosphere and learning support system, provide necessary learning support and guidance for students, help them overcome learning difficulties, and improve learning outcomes.

In summary, the development path of online and offline integrated teaching in universities involves multiple aspects such as policy formulation, teacher training, teaching resource allocation, and student participation. It requires the joint efforts of government departments, university managers, and teachers to build a sound integrated teaching system and achieve high-quality development of education and teaching. In the era of digital intelligence, integrated teaching will become the mainstream mode of higher education, providing important support for cultivating outstanding talents with innovative and practical abilities.

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