

# Research on Practice of Online and Offline Mixed Teaching Reform of Wine Tasting under the Background of First-Class Courses

Lian Du<sup>a,\*</sup>, Weinan Zheng, Dongping Su, Xiaoyan Wei, Xingqian Yuan, Yizhao Ren

Yantai Institute of Science and Technology, Yantai, Shandong, 264500, China

<sup>a</sup>iamdulian@163.com

\*Corresponding author

**Abstract:** In combination with the school orientation and professional characteristics, the goal of Wine Tasting is to cultivate comprehensive and application-oriented students with certain appreciation and marketing capabilities. In order to solve the problems of the course content, of the teaching hours, of the students' interests in learning, and of the ideological and political elements in the teaching process, the teaching team launched a mixed online and offline teaching reform. By promoting learning through projects, carrying out five levels of progressive teaching, establishing learning communities, reforming the evaluation method, enriching the ideological and political case library and other aspects, teaching reform and exploration are carried out simultaneously. Through practice, students' abilities are improved, the teaching quality is good, and teachers' level is also improved. At the same time, it also provides a reference for the follow-up promotion of the curriculum inside and outside the school and the teaching reform of other professional courses.

**Keywords:** wine tasting; Marketing; first-class courses; reform on mixed teaching

## 1. Introduction

In October 2019, the Ministry of Education issued the Implementation Opinions on the Construction of First-class Undergraduate Courses, which clearly proposed that the establishment of new concepts for curriculum construction, the promotion of curriculum reform and innovation, the implementation of scientific curriculum evaluation, strict curriculum management, according to the positioning of universities and colleges and universities and the orientation of talent training objectives. It meets the needs of training innovative, composite and applied talents to build first-class undergraduate courses[1]. Therefore, the course covers the principles of tasting, the analysis of the characteristics of wine, the quality of wine, and the organization of tasting. The main task of the course is that students can master the basic principles and methods of wine tasting, build a knowledge system of wine varieties and regions, and have a certain ability to taste and be able to independently identify the quality of wine. In the new era, the new standard puts forward new requirements for the teaching of "Wine Tasting", which should be combined with the positioning and characteristics of the school to train high-quality applied talents.

## 2. Basic course information

Based on the needs of the integrated development of Jiaodong Peninsula's wine and tourism industries, the course "Wine Tasting" is based on the middle and back end of the local wine industry and the intersection of multiple industries, mainly for marketing, tourism management, e-commerce and other majors. The course is offered in the third grade. Students have acquired certain basic knowledge of wine through the study of wine culture-related courses in the early stage. After learning this course, students should build a relatively complete professional knowledge system of wine, and have the ability to taste and evaluate the wine industry chain with different emphasis on wine production, marketing and cultural promotion, as well as the ability of cross-professional practice and application. Therefore, combining the talent training program and the characteristics of the school, the professional course "Wine Tasting" with marketing specialty features of "emphasizing practice and

skills" has been formed.

### **3. Key problems to be solved in course teaching**

"Wine Tasting" is a professional course, whose goal is to cultivate application-oriented talents with a certain comprehensive ability of wine tasting and marketing. In the early teaching process, the teaching team found the following problems:

#### ***3.1 Course content is biased towards technical materials***

Wine tasting is a subject that studies the theories and methods of wine tasting and is one of the core professional courses of grape and wine engineering major in ordinary universities [1]. The textbook used is Wine Tasting published by Professor Li Hua of Northwest A&F University. The whole knowledge system is more suitable for engineering students. For students majoring in management such as marketing, especially those lacking chemistry foundation, some of the content is more difficult.

#### ***3.2 Limited teaching hours***

The course of wine tasting involves viticulture, wine making, wine service and other aspects, covering a wide range of knowledge. The total teaching hours in our school are 32 hours, including theoretical hours and practical hours. In addition, "Wine Tasting" is a subject with strong practice, and the study of theoretical knowledge is the basis of practical application. However, due to the limited course hours, the proportion of theoretical teaching and practical teaching is uneven, which affects the learning effect of students, and their tasting ability cannot be well improved.

#### ***3.3 Learning interest to be improved***

This course is opened in the third semester. Many students are under the pressure of choosing where to go after graduation, and they have a strong purpose and utility for the study of the course. For example, students who plan to take the postgraduate examination are more concerned about the examination points in the postgraduate examination, but lack the desire to explore other knowledge [2] and the interest in learning. Therefore, how to improve the enthusiasm of students for independent learning is also a big problem that needs to be solved.

#### ***3.4 Ideological and political elements are difficult to excavate***

Wine tasting is a professional course, which pays more attention to the cultivation of students' practical operation ability, and tends to neglect the ideological and political education of students from the perspective of professional courses, and does not highlight the establishment of correct outlook on life, values and career outlook [3]. Therefore, how to skillfully integrate ideological and political elements with the course content, so that students not only have empathy in the eyes and ears, but also internalize and absorb into the brain and heart, and put it into practice, all is a major problem that we need to solve.

### **4. Mixed teaching reform ideas**

The teaching reform of this course takes the construction of "first-class curriculum" as the guiding ideology, adheres to the student-centered approach, starts from the teaching "pain point" problem, takes the cultivation of practical application ability as the main training goal, and implements curriculum restructuring and reconstruction (FIG. 1) :

First, project promotes learning and reorganizes teaching content;

Second, five-level progressive teaching, online and offline mix;

The third is to establish a learning community and cooperate in exploring and promoting learning;

Fourth, enrich the ideological and political case base, and cooperate to educate people in multiple ways.

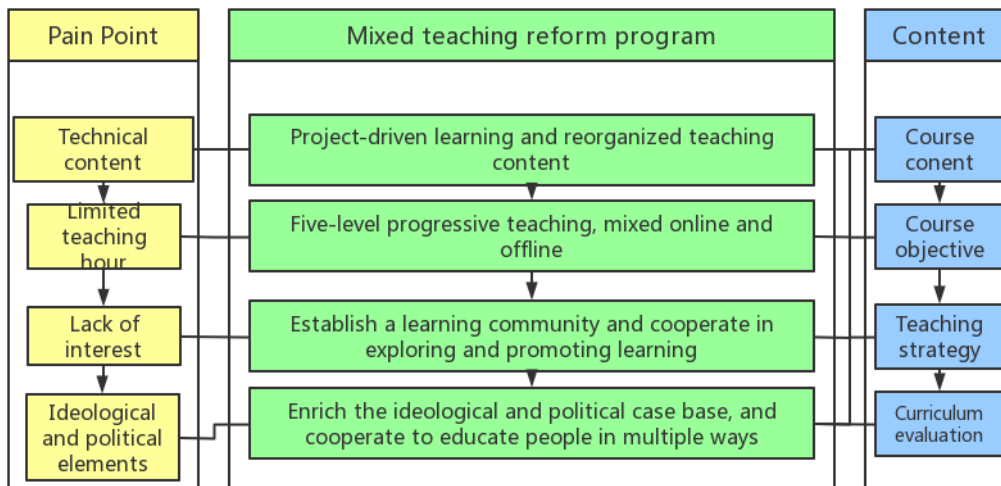


Figure 1: Thinking of mixed teaching reform

## 5. Mixed teaching reform program

### 5.1 Project-driven learning and reorganized teaching content

The course takes the basic process and method of wine tasting as the main line. On the basis of comprehensively promoting the project curriculum, it further strengthens the design of the project curriculum system [4] and reorganizes the curriculum system. The original chapter is condensed and reconstructed into four modules, including preparation for tasting, tasting techniques, wine quality judgment, wine serving, basic knowledge, neurophysiology process, tasting organization, and ten other items (Figure 2). At the same time, the complicated biochemistry knowledge is structured, and the content of experimental principles is retained, so that students can "understand" and "know why". At the same time, the course team will effectively integrate the content of the course with the relevant content of the national professional qualification certification of wine tasters and the domestic wine tasting skills competition, and pay more attention to the cultivation of practical skills to meet the needs of the standard industry. Liberal arts students can also easily accept, more in line with the requirements of new marketing talent training.

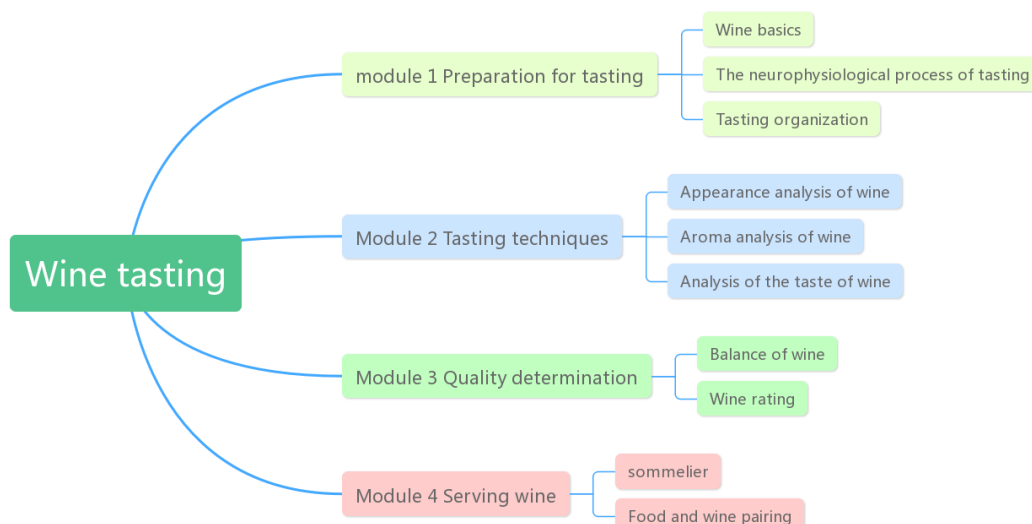


Figure 2: 4 modules and 10 projects of the course

### 5.2 Five-level progressive teaching, mixed online and offline

The course of wine tasting involves a wide range of knowledge, including multi-disciplinary knowledge such as biology and chemistry. In order to make full use of class time to improve students' skills in limited time, the course team has developed online and offline hybrid courses, and based on the school's location advantages, proposed GTPIE five-tiered progressive teaching model. A new form of applied talent training of "pre-class guidance + theoretical teaching + practical teaching + industry investigation + expansion learning" has been constructed from before, during and after class (Figure 3). Before class, students are mainly guided online. The course team builds online resources by itself, records teaching videos with real people on camera, releases learning tasks through online notifications and conducts real-time supervision with online data to stimulate students' interest in learning. Students can study independently according to the guidance and complete the test, find the problem before class, and come to class with the problem. In class, information technology and flipped classroom are used to teach both theoretical and practical teaching, and diversified teaching activities such as quick answer, discussion, questionnaire and group task are released by making full use of information technology to increase the diversity of interaction. Teachers can solve the problems raised by students before class in a targeted way, and students can fully participate in interactive communication. It has achieved a good cycle of teacher-student interaction and student-student interaction. After class, a variety of activities will be carried out, such as expert lectures, enterprise visits, face-to-face communication and learning with industry experts, and rich second class activities will be carried out to provide students with independent learning and development opportunities, strengthen cooperation with local enterprises, transport talents who "understand tasting and marketing" in the wine industry, and pay more attention to the improvement of skills; And by participating in the form of competition with the industry, students in the actual practice to complete self-improvement. Through the GTPIE five-tiered progressive teaching model, the ecological training system of "production, learning, teaching, research and innovation" has been established to cultivate more highly skilled talents for the society with industrial ecological resources and high-quality education content, so as to realize the all-round development of students.

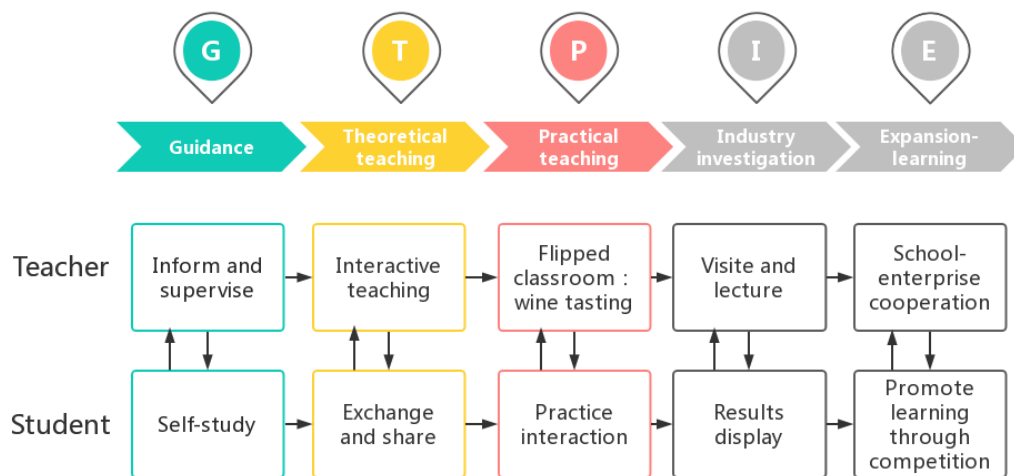


Figure 3: GTPIE 5-Tiered Progressive Teaching Mode

### 5.3 Establish a learning community and cooperate in exploring and promoting learning

In order to enhance students' interest in learning, a variety group of 5-6 people will be set up at the beginning of the semester. Each group will select one grape variety. The main task will be to organize the tasting meeting. Collaborative inquiry is driven by specific tasks. Through this type of group task, students can understand the process of organizing tastings, deepen their impression of experiential wine marketing, and understand different types of career needs through practice. Curriculum assessment is an important link in the teaching process. A good assessment method can not only measure the teaching effect of teachers, but also mobilize the enthusiasm of students for active learning. In the process of assessment, teachers should improve the comprehensive quality of students from different aspects to achieve the training goal of applied talents [5]. On the basis of cooperative exploration, the curriculum

reform teaching evaluation method, it contains two parts: the implementation of the process assessment (50%) and the final assessment (50%) combination. In the process assessment, on the basis of the original "teacher assessment of students", "student mutual assessment" and "cross-class assessment" are added to conduct a comprehensive evaluation of group cooperative inquiry learning through the teacher assessment scale and mutual assessment scale. The evaluation content consists of four parts: classroom performance, group learning, homework and extra points, and pays more attention to the process assessment of students' learning. Through a diversified evaluation system, reflective feedback and continuous improvement of teaching and learning are carried out [6], so that students can check the achievement of learning goals by themselves, reflect on the problems in learning, and make immediate improvements. Teachers reflect on the problems in the teaching process through the data, and formulate countermeasures and improvement plans.

#### 5.4 Enrich the ideological and political case base, and cooperate to educate people in multiple ways

Table 1: Political Elements and Educational Objectives of Wine Tasting

Module	Chapter	Ideological and political entry point and education goal
Preparation for tasting	Wine basics	<b>Ideological and political entry point:</b> Is wine foreign? <b>Education objectives:</b> Wine culture is also an excellent traditional culture of China, enhancing the cultural self-confidence of college students and feeling the revitalization of national industry.
	Neurophysiological process of tasting	<b>Ideological and political entry point:</b> A good memory is better than a bad pen - the importance of wine tasting notes. <b>Education objectives:</b> Cultivate students to form good learning habits of note-taking, and pay attention to the cultivation of innovation consciousness and innovation ability.
	Tasting organization	<b>Ideological and political entry point:</b> How to become a certified wine taster; The master of wine tasting in China. <b>Education objectives:</b> Teamwork planning wine tasting activities, cultivating students' teamwork spirit and establishing a sense of responsibility; Take wine tasting master as an example, clear learning objectives, stimulate learning enthusiasm, and cultivate students' professional identity.
The art of tasting	Appearance analysis of wine	<b>Ideological and political entry point:</b> Technical terms related to the appearance of wine. <b>Education objectives:</b> Cultivate students' realistic, objective and rigorous scientific spirit.
	Aroma analysis of wine	<b>Ideological and political entry point:</b> Protect my sense of smell -- the basic characteristic of smell. <b>Education objectives:</b> Improve students' practical ability, pay attention to personal hygiene, protect their sense of smell and taste, and cultivate a practical and realistic academic attitude.
	Taste analysis of wine	<b>Ideological and political entry point:</b> Blind Tasting Tips - The source of different tastes. <b>Education objectives:</b> Cultivate students' spirit of hard study, trace the growing environment of grapes, guide students to be like grapes, not afraid of hardship and fatigue, and improve adaptability.
Determination of quality	Balance of wine	<b>Ideological and political entry point:</b> What is good wine? <b>Education objectives:</b> Guide students to set up correct values and views of right and wrong, and cultivate a dialectical scientific attitude.
	Wine rating	<b>Ideological and political entry point:</b> Wine laws and regulations. <b>Education objectives:</b> Be familiar with industry laws and regulations, abide by laws and regulations, and cultivate good professional ethics and craftsman spirit.
Sommelier	Sommelier	<b>Ideological and political entry point:</b> Serving wine. <b>Education objectives:</b> Cultivate students' spirit of solidarity and cooperation and sense of service, and enhance professional cognition.
	Food and wine pairing	<b>Ideological and political entry point:</b> Chinese food with Chinese wine. <b>Education objectives:</b> Entering the eight major Chinese cuisines, Chinese food with Chinese wine, to enhance students' respect and confidence in traditional Chinese culture.

Moral cultivation is the foundation of colleges and universities, and all classrooms have the function of educating people, so professional teachers should fully integrate the views and elements of curriculum ideology and politics into the teaching of professional courses [7]. Wine culture is also an

excellent traditional culture of China, which has a very long history in China. At present, China's wine industry is also developing, and domestic wines from Shandong, Ningxia, Xinjiang and other regions have won international awards, which has enhanced the international status of Chinese wine. In the teaching process, we should dig into the relevant cases of each knowledge point, so as to skillfully integrate them with the course content (Table 1). In the course outline, it is clear that while teaching wine tasting knowledge, the excellent traditional Chinese culture education and socialist core values should be integrated to cultivate students' feelings of home and country [8]. The course combines the professional characteristics of marketing and the trend of talent training in the new media era, and the current political cases to find a suitable ideological and political entry point of the course, integrate wine culture into the education goal, create ideological and political scenarios with vivid and real cases and fresh tasks, and provide value guidance to students from multiple angles, so as to internalize them. At the same time, after class, students can combine the knowledge and skills they have learned to publicize wine culture from the perspective of marketing majors, and fuel the Chinese wine industry.

## **6. Effectiveness of blended teaching reform**

### ***6.1 The use of competition to promote learning has achieved remarkable results***

Up to now, the teaching reform of wine tasting course has completed a round of operation. The students who have completed the course have established a systematic and complete knowledge system of wine tasting, the completion rate of online course is 98%, the classroom teaching effect is good, the group activities are active, the students have a sense of achievement, and the average score of students is 80.71, the failure rate is 2.54%, and the teaching effect is good. According to the investigation, most mathematics students agree with the combination of online and offline classes, indicating that the interaction between group discussion and the second class has enhanced their interest in wine tasting and wine culture, and they have learned about the current situation of the wine industry. In addition, students actively participated in sommelier competition, sommelier Competition and other competitions after class, and achieved certain results. In 2019, they won the second place in the national finals of China University Sommelier Competition. Students have trained their ability in the competition and actual combat, and found the direction of internship and employment. Up to now, a total of 158 students have been admitted to the national Level 3 sommelier. The graduates have successively worked in well-known domestic wine enterprises such as Changyu, CoFCO, Weilong, Ridge Day (a subsidiary of Lafite Group), Junding and Guobin, and have been highly recognized by the enterprises.

### ***6.2 Teaching and learning, practical and effective***

The teaching process is a process of mutual discussion, continuous communication and mutual learning between teachers and students, and both teachers and students can be improved [8]. At the same time, the teacher's efforts are also recognized, and the semester evaluation score of the course is above 90 points, which is recognized by the students. The school and college have established classroom evaluation system, carried out teachers' mutual communication and supervision, and the teaching effect is good. The team teachers have also achieved excellent results in teaching, vocational skills competition, scientific research and other aspects. The team teachers have won a number of school-level teaching skills competition and provincial and municipal wine tasting skills competition awards. The team teachers have initiated a project of industry-university cooperative education of the Ministry of Education and a special project of art education of Shandong Province, and have published more than ten academic papers.

### ***6.3 Broad prospects for popularization and application***

At present, the course has been implemented in the school's biotechnology, marketing, tourism management, hotel management and other majors, and gradually extended to other majors in our school. Combining the advantages of our university's specialties and location, we have gradually built a platform for the integration of industry and education between government functional departments, industry associations, well-known enterprises, relevant universities at home and abroad and our university for resource interaction and sharing and collaborative development. With wine as the feature, our school has designed and created a wine culture experience museum, wine professional tasting laboratory, wine brewing distillation laboratory and other practical training platforms on campus,

creating a "one garden, one museum, one league, three bases" wine culture tourism characteristic practice base. In 2021, our school has built a "Golden Blue collar" sommelier training base, with a "double master" teaching team, and the team continues to transport wine professionals inside and outside the school.

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