

ONLINE AND OFFLINE HYBRID TEACHING EFFECTIVE INTEGRATION STRATEGIES AND LEARNING EFFECT EVALUATION MODEL CONSTRUCTION

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Abstract: The reform and innovative development of online and offline mixed teaching mode is to adapt to the new trend of the deep integration of modern information technology and higher education teaching. By proposing to strengthen the construction of teaching resource network platform, improve teachers' Internet information teaching ability, comprehensive use of diversified teaching modes, and so on, the effective integration of online teaching and offline teaching strategy is proposed. A new model for evaluating the learning effect of online and offline mixed teaching is constructed in order to provide reference for intelligent teaching in higher education.

Key words: Mixed teaching; Teaching strategy; Diversification evaluation; OBE

Since the beginning of the 21st century, online information education has developed rapidly with the support of Internet information technology, and the educational application of information technology has become a core element to promote the reform and innovation of teaching and learning methods and promote the improvement of education quality [1]. Make scientific use of Internet information technology as the connection channel between online teaching and offline learning, build a hybrid teaching mode that effectively integrates online teaching and offline teaching, realize the effective and in-depth integration of teachers' lesson preparation, students' learning and online interactive platforms, comprehensively improve teachers' teaching literacy of modern information technology, and fully highlight the principal position of students' independent learning. Scientific cultivation of students' autonomous learning ability is actually an important topic for the development of higher online education in the modern information age [2-3]. The establishment of a learning effect evaluation system that conforms to the characteristics of subject courses is a scientific and accurate reflection of the basic situation of mixed teaching in colleges and universities. At the same time, it can identify shortcomings in mixed teaching in a timely manner, make targeted recommendations for continuous improvement, and effectively promote the reform and development of Internet

information technology to support mixed teaching, both online and offline.

In order to effectively promote the reform and development of online and offline mixed teaching supported by Internet information technology, effectively improve the quality of online teaching in higher education and the level of colleges and universities, and fully highlight the main position of students' independent learning, this topic takes the effective integration mode of online and offline mixed teaching and the evaluation of mixed teaching and learning effect as the main research object. In this paper, we comprehensively analyze the main factors affecting the effectiveness of hybrid teaching and learning from the perspectives of students, teachers, and platforms. Based on the core literacy of disciplines and the concept of OBE, an effective integration model of online and offline mixed teaching and a learning effect evaluation system that conforms to the characteristics of subject courses are constructed to comprehensively promote the effective and in-depth integration of teachers' lesson preparation, students' learning and online interactive platforms. Effectively evaluating the basic situation of online and offline mixed teaching in colleges and universities, scientifically cultivating students' autonomous learning ability, and accelerating teachers' and students' modern information technology teaching literacy are the core and difficult problems that need to be solved in the development of higher online education in the modern information age.

1. Efficient integration of online and offline instructions

1.1 Strengthen the Curriculum Teaching Resources Network platform to improve student engagement and curriculum teaching quality.

Accelerate and improve the construction and standardized management of the campus network information teaching platform, and effectively guarantee the smooth flow of online and offline mixed teaching information network. In the new development period of rapid development of education informatization in the future, we will accelerate the key support of network informatization teaching platform, teaching team and teaching resources, deeply carry out curriculum education and teaching reform based on innovative teaching mode in teacher education curriculum, and form a progressive curriculum construction mode. Make full use of the outstanding advantages of flexible online and offline blended teaching process, rich learning scenes and diverse teaching methods, completely break through the time and space restrictions in traditional classroom teaching, realize the interactive connection and expansion of virtual teaching and real classroom teaching, comprehensively design interesting and open classroom teaching interaction links, and increase the frequency and level of teacher-student teaching interaction. Enhance the level of interactive student involvement and challenge in classroom instruction and drive significant improvements in the quality and effectiveness of curriculum teaching.

1.2 Change the teaching mode and teaching role, and improve teachers' Internet information-based teaching ability

Enhance the teaching integration ability of teachers' informatization teaching

ability and teaching design ability in teacher education courses, so that teachers can flexibly use and freely switch diversified teaching modes in classroom teaching, give full play to teachers' leading role in the design, organization and implementation of classroom teaching activities, and realize the essential change of teachers' teaching role. And to have a good teaching demonstration effect on students in higher normal specialties. "Online + Offline +BOPPPS" multiple mixed teaching mode is an important exploration and practice of higher education teacher education curriculum teaching reform. Teachers have changed from the teaching decision maker in offline traditional classroom teaching to the teaching guide in the online student learning process, and their teaching focus has gradually changed to continuous teaching reflection and continuous improvement in the mixed teaching process, paying more attention to and forming a student-centered teaching process design, and deeply understanding the challenges of teachers' teaching work. Teaching concepts, teaching research ability and information-based teaching ability of teachers are more effectively stimulated to produce better teaching demonstration effects on students and better achieve the value function of curriculum education.

1.3 Optimize and rationally use diversified teaching modes to deeply tap students' autonomous learning potential

Different teaching situations are created based on different teaching objectives, teaching content, teaching priorities and difficulties, and teaching activity design, and reasonable adjustments and teaching mode transitions are made in teaching resource integration, classroom teaching activity organization, classroom teaching extension and expansion, classroom exercises, and homework assignments. Under the multi-mixed teaching mode of "online + offline +BOPPPS", teachers need to break through the traditional teaching thinking mode and teaching design, re-examine and think about the teaching interaction balance between "student learning" and "teacher teaching", highlight the student-centered teaching subject status, and rationally use interactive and feedback teaching methods. It explores the reconstruction and fusion redesign of the structure, process and method of teaching and learning from the essence of teaching [4]. It is necessary to give full play to the advantages of "online + offline +BOPPPS" diversified mixed teaching to innovate and change the teaching mode and method of curriculum education. For students with strong theoretical cognition and learning ability and a strong desire for curriculum knowledge, teachers can design and assign assignments that are more challenging within the curriculum, thereby tapping into students' independent learning capacity and learning potential. Cultivate in students a scientific spirit of inquiry and the pursuit of truth.

2. Construction of a new model for evaluation of learning effects of online and offline mixed teaching

2.1 Clarify the comprehensive application of multiple teaching evaluation methods

Evaluation of student-centered hybrid teaching models focuses on a comprehensive, objective assessment of student capacity and achievement. Evaluation of learning effect of online and offline mixed teaching mode, emphasizing the

combination of online learning result submission and offline teaching scenario simulation, the combination of formative and performance evaluation of teaching, the combination of developmental evaluation and teaching process evaluation, and the combination of diversified comprehensive evaluation methods and diversified evaluation subjects. It focuses on a comprehensive assessment of learning ability, attitude and learning effectiveness in curriculum learning. Based on evaluation criteria and student achievement in mixed-teaching competencies, major problems in mixed-teaching are identified, a continuous improvement plan is formed through instructional reflection, and gradually improved and applied to future mixed-teaching practices.

2.2 Highlight the multi-stage assessment of comprehensive development ability

The student-centered integrated assessment of the hybrid teaching model not only focuses on the student's understanding and mastery of basic theoretical knowledge, but also focuses more on the student's ability to perform comprehensive analysis, knowledge transfer, and application of teaching practices. In the hybrid model of online instruction, online instruction focuses on examining the effectiveness of student learning and course participation in online courses, reflecting the willingness and efficiency of students to learn independently. Online teaching tests students' ability to transfer theoretical knowledge and practical skills. Formative assessment focuses on multi-stage comprehensive assessment through pre-class theoretical knowledge preview, in-class focused analysis and discussion, post-class instructional design, and offline instructional scenario simulation.

2.3 Establish a diversified and multi-subject comprehensive assessment model

Based on the curriculum teaching objectives in the curriculum syllabus and the networked knowledge system structure, the curriculum ability cultivation objectives are refined, specific and clear target assessment requirements and ability achievement standards are formed, and a curriculum teaching context system is formed that is consistent with the curriculum teaching objectives, ability cultivation objectives and specific assessment standards. Construct a multi-subject, diversified comprehensive assessment and evaluation model that conforms to online and offline blended teaching. In the course teaching practice, it constantly innovates mixed teaching models and teaching methods, actively explores and uses innovative teaching methods such as ADDIE and 5E flipped classroom, inspires students' spirit of cooperative exploration and creative self-learning awareness and ability, and cultivates the scientific spirit and teamwork spirit of challenging themselves and daring to innovate.

2.4 Construct a new model of three-dimensional "hierarchical evaluation"

The evaluation of learning effect should be based on the new three-dimensional "hierarchical evaluation" model of "teacher + student", "process + development", "online + offline", "theory + practice", "skill + practical operation", and effectively integrate development assessment with process assessment. Development assessment requires synthesizing the performance of multiple teaching scenarios as a basis for

evaluation. Online assessment is the use of Internet information technology to integrate and support the online teaching process and link design, teaching content online assessment forms; online assessment is a comprehensive assessment method that uses multiple assessment disciplines, such as student self-assessment, group mutual assessment, and teacher synthesis assessment, to comprehensively and objectively assess a student's ability to teach the design and practical application of basic teaching skills.

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