

# Inspiration of Online Courses for Offline Teaching

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## Abstract

In recent years, with the flourishing development of various forms of online courses, educators have been deeply reflecting on offline teaching. Utilizing modern educational technology, integrating the characteristics of classroom teaching and the learning needs of students, re-optimizing online teaching, achieving effective integration with offline teaching, and constructing a blended teaching model are essential paths for educational development. This article explores the reform methods for offline courses based on the contemplation of online courses for university students, thereby promoting the progress of information-based teaching.

**Keywords:** Online courses, offline teaching reform, blended teaching

## 1. Introduction

In early 2020, the sudden outbreak of the COVID-19 pandemic changed the conventional form of teaching [1]. Information technology became an indispensable and crucial role in education. Various universities in China comprehensively carried out online teaching in multiple subjects, and online courses became the primary means for college students to acquire knowledge. After the pandemic was brought under control, the educational models of some schools or institutions underwent changes, with many placing emphasis on offline education supplemented by online education. Since the rise of online education, this teaching mode has been increasingly recognized.

In the past, people tended to regard online teaching as live or recorded courses, online education of offline content, or pure self-study by students, all of which are overly simplistic perceptions. In reality, online teaching is a complete, operational, and purposeful form of teaching organization. It encompasses not only teaching but also monitoring evaluation, feedback tracking, and review and consolidation, fully demonstrating the uniqueness of online teaching. Online teaching is a normal form of teaching, and it is not in conflict with offline teaching; instead, they should complement each other and promote mutual progress [2].

Currently, discussions on transferring the experience of online teaching to offline teaching mostly focus on how to apply some effective methods and means of online teaching to offline teaching. For example, how to integrate smart teaching platforms more into offline classrooms or how to introduce more online sharing tools into the course process. However, this still remains at the level of tools and means. To maximize the wealth of experience accumulated in our online teaching, we must delve deeper into the inspirational principles. If we can outline these fundamental inspirations, even if we do not adopt the forms and practices of online teaching when returning to offline teaching, we can still explore and generate other forms and practices applicable to offline scenarios, ultimately serving the mission of our education and teaching and achieving a greater driving force for online to offline.

## **2. The discussion on the differences between online and offline learning modes**

### **2.1. Advantages and Disadvantages of Online Courses**

Online teaching offers strong flexibility, unrestricted by space and location, allowing students to arrange their study time and place according to their learning habits, no longer confined to the classroom. Before class, teachers can assign tasks to students in advance. Students can independently preview and identify and record any difficulties. During class, teachers can choose to address questions and discussions through live broadcasts or micro-videos, allowing students to ask questions in the live chat, avoiding face-to-face awkwardness and promoting greater initiative and autonomy in learning. Throughout the process, the time spent by the teacher in lecturing is reduced, allowing students more time for independent thinking and communication, significantly stimulating student motivation and improving learning efficiency. Additionally, the backend recording and tracking functions of teaching platforms or apps enable timely recording of a series of student behaviors during the learning process, assisting teachers in making fair and reasonable evaluations of each student [3].

While online courses offer convenience, they also present challenges, such as teachers' inability to promptly grasp students' learning progress, the requirement for high self-discipline among students, and potential vision damage from prolonged screen time.

### **2.2. Advantages and Disadvantages of Offline Courses**

In traditional classroom teaching, face-to-face communication allows teachers to constantly monitor students' learning progress and make timely adjustments to the teaching pace. Students gathering in the classroom is conducive to enhancing their collective awareness and promoting communication and interaction among students. However, in traditional classroom teaching, teachers often follow the habit of delivering collective lectures for 45 minutes and then allowing students to discuss and ask questions after class. In classroom teaching, it is common for teachers to lecture enthusiastically while students listen drowsily, with the teacher consistently dominating the core of the classroom, depriving students of the opportunity and space for independent thinking and autonomous development. The dry and tedious lecture-style teaching turns what was originally flexible knowledge into something monotonous and rigid. Consequently, students may struggle to keep up with the pace of the class, leading to slow progress, low efficiency, inadequate interaction between teachers and students, and hindering the teacher's comprehensive understanding of the students' grasp of knowledge. This prevents the adjustment of teaching content based on student feedback and the selection of the best teaching methods.

## **3. Inspiration for Classroom Teaching from Online Courses**

We have analyzed the advantages and disadvantages of online and offline teaching for university students, and based on this exploration, we propose the following reforms for classroom teaching.

### **3.1. Introducing New Teaching Methods and Tools**

Online courses provide teachers with more teaching resources and tools, such as videos, audio, interactive courseware, etc. These tools can help teachers present knowledge in a more vivid manner, stimulate students' interest in learning, and enhance the effectiveness of classroom teaching. In online teaching, we have found that short videos and small games are the most popular forms of classroom interaction among students. Considering that a single offline class session lasts for an hour and a half, students are prone to fatigue and boredom. Therefore, in future classroom teaching, teachers can insert

This teaching model helps students improve their thinking and creativity through active information some short videos to increase the interest of the class. When selecting videos, it is best to choose those that cleverly explain key knowledge so that students can learn easily and happily.

### **3.2. Effective Use of Excellent Public Online Courses**

Recorded courses are popular among college students because they can be watched repeatedly, studied freely, and learned from famous teachers for free. In offline courses, the content prepared by the teacher is generally the teacher's own understanding of the corresponding knowledge, which is often not comprehensive enough. Therefore, in future classroom teaching, teachers can share some excellent public online courses with students to supplement their learning.

### **3.3. Seize the Opportunity of Student Pre-learning**

In online courses, teachers can assign tasks to students through the platform in advance. Students can preview the course independently during class time. We have found that students' self-learning ability and listening efficiency have been significantly improved. Therefore, before the formal classroom teaching, teachers can organize the outline of the course and let students preview it in advance. Based on this, teachers can propose some small problems that students can solve by themselves, which not only mobilizes students' learning enthusiasm but also helps students understand and master the subsequent classroom content.

## **4. Changes Needed for the Construction of Online and Offline Hybrid Teaching Mode**

With the continuous development of information technology and the updating of educational concepts, the hybrid teaching mode has gradually become a new trend in college teaching. This teaching mode combines online and offline teaching, fully leveraging the advantages of various teaching resources and tools, and providing students with a richer and more personalized learning experience.

### **4.1. Establishing the Subject Position of Students**

In the hybrid teaching model of online and offline, the subject position of students must be acknowledged, and the design and organization of teaching activities must be student-centered. In traditional offline teaching, teachers' understanding of students is mostly based on exam scores or classroom performance, relying on inherent experience and often overlooking the comprehensive learning needs, interests, and characteristics of students. Teaching objectives based on experience only satisfy guiding students in acquiring and transmitting knowledge, but do not facilitate the transfer and application of knowledge to solve real-world problems. Therefore, in the post-resumption hybrid teaching, teachers need to establish the position of students, fully understand students' online and offline learning needs, recognize the complexity, subjectivity, and diversity of students, and implement targeted online tasks and offline teaching activities.

### **4.2. Improving Teachers' Comprehensive Quality**

Teachers need to fully understand the characteristics and advantages of online teaching resources and be proficient in using various teaching platforms and tools. Teachers can provide students with more vivid and intuitive learning resources through video lectures, interactive courseware, and online quizzes. In addition, teachers can guide students to participate in online discussions, homework submissions, group

cooperation, and other activities to promote interaction and cooperation among be increased. Students are students through online platforms and cultivate students' independent learning ability.

College teachers need to have strong planning ability, balance classroom interaction and theoretical teaching. In offline teaching, teachers can organize students to discuss, analyze cases, and conduct experiments to guide students to think deeply and practice, consolidate and apply the knowledge learned online. In addition, teachers can provide more personalized teaching assistance by giving lectures and individual tutoring to help students solve problems encountered in online learning in a timely manner.

College teachers need to have the ability to integrate online and offline teaching. Teachers can use online platforms to publish learning tasks and resources, guide students to preview and review, and lay the groundwork for offline teaching. In offline teaching, teachers can adjust teaching content and methods based on students' learning situations and feedback, helping students better understand and master knowledge. In this way, online and offline teaching will form a virtuous cycle, promoting each other and providing students with a more comprehensive and systematic learning experience.

#### **4.3. Construction of Normalized Course Resources**

At present, influenced by the development of information technology, schools at all levels have established online courses and resource-sharing courses [4]. However, in actual teaching, these courses have not effectively promoted the development of online and offline hybrid teaching, and they are in a separate state from regular courses. The fundamental reason is that the construction of online courses lacks later maintenance, which is not conducive to sustainable development [5]. Through the online teaching practice during the epidemic period, both students and teachers have become familiar with online courses to a certain extent. Therefore, after resumption of classes, the construction of course resources for online and offline hybrid teaching should focus on normalization. Firstly, schools should strengthen the construction of network infrastructure, upgrade resource platforms based on students' learning abilities, and create a good basic environment. Secondly, teachers should improve their own information technology teaching level, use team wisdom to develop high-quality course resources, and regularly update the courses based on students' learning characteristics, abilities, and the characteristics of the times, enrich teaching content, promote dynamic interaction between offline and online courses, and break the separation between the two. Finally, students should take the initiative in learning through hybrid course resource learning, improve their knowledge acquisition ability, optimize the knowledge internalization process, and provide feedback to teachers on learning needs and achievements through online tracking functions.

#### **5. Conclusion**

In the context of "Internet +", the traditional way of teachers imparting knowledge in a rote manner is no longer able to stimulate students' interest in learning, nor is it conducive to cultivating students' innovative thinking. Online teaching has brought unprecedented challenges for teachers, students, and parents, but it also provides an opportunity for the development of education and teaching. The implementation of online teaching has led educators and researchers to deeply reflect on offline teaching, utilizing modern educational technology, combining the characteristics of classroom teaching with students' learning needs, to reoptimize online teaching, achieve effective integration with offline teaching, and establish a hybrid teaching model. This not only represents the future mainstream teaching form but also is an essential path for educational development, conducive to promoting the process of

information-based teaching.

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