

# Research on Hybrid Teaching Based on Chaoxing Learning Platform—Take the Course of “Network Public Opinion Research and Judgment” as an Example

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Hybrid teaching is based on the law of education development, using the combination of online and offline teaching. The reform of teaching content, teaching programs, teaching methods, and teaching evaluation methods has fully mobilized the initiative and enthusiasm of teachers and students. Chaoxing Learning platform, due to its complete functions, simple operation, and good results, has become an important helper of hybrid teaching in the new era. This study takes the course “Network Public Opinion Research and Judgment” as a case to control the variables and explain the practical significance of mixed teaching in an empirical way.

**Keywords:** hybrid teaching, Chaoxing Learning platform, “Network Public Opinion Research and Judgment”

## Introduction

In the era when the Internet enters Chinese people’s daily life, Chaoxing Learning platform is a professional mobile learning platform for smart phones, tablets, and other mobile terminals. It is developed by Beijing Century Chaoxing Information Technology Development Co., Ltd. Especially since the outbreak of COVID-19, the frequency of Chinese college students participating in learning through online teaching mode has increased sharply. This makes it possible to conduct a hybrid teaching of online and offline teaching to some extent. Its users can self-help library collection borrowing query, electronic resource search and download, library information browsing. You can also study school courses, have group discussions, check the school address book, and have electronic books, newspaper articles, and Chinese and foreign literature metadata. It provides users with convenient and fast mobile learning services, helps students learn anytime and anywhere, and makes them more diversified ways to obtain teaching resources, such as audio, video, PPT, and other ways to obtain teaching resources (Feng, 2019).

The traditional mixed teaching mode combining offline teaching and online learning is applied to many subjects of education. Hybrid teaching is an organic integration of the face-to-face classroom teaching experience and the online learning experience. According to different problems and needs, the new teaching mode adopts the best way to solve the problems in the best way (Li & Zhao, 2004). It integrates the advantages of traditional classroom learning and online learning supported by information technology, and more substantially improves the learning effect of higher education students.

With the emergence of new forums, blogs, microblogs, WeChat, and other network technologies, network information sources show the characteristics of wide spread, strong interaction, and fast update speed. The rapid

fermentation and diffusion of information on the Internet leads to online public opinion becoming an important form of social influence. Its intelligence value for the government and enterprise decision-making reference and external image construction is more and more prominent, and carrying out online public opinion monitoring has become a realistic demand of more and more institutional users (Luo, 2016). The course “Online Public Opinion Research and Judgment” is a required course for journalism and communication majors under such a background. In 2022, the author undertook a total of 160 courses in 2022, with a total page view of 24,802 times, and participated in 265 theme activities.

## **Methods**

### **Comparative Observation Method**

Observation method is a basic research method widely used in educational scientific research. It mainly refers to the research method that researchers make systematic and continuous observations of the research objects under natural conditions according to certain purposes and plans, and make accurate, specific, and detailed records, so as to obtain empirical facts. This study mainly adopts the specific methods such as observation, direct observation, participatory observation, and non-structural observation in the natural situation. In the actual study, we recorded the different responses and effects of students in different situations. Among them, Class A adopts the hybrid teaching based on Chaoxing Learning platform, and Class B adopts the traditional teaching method.

### **Investigation Method**

Through questionnaires, interviews, and other methods, researchers collect relevant data of research objects purposefully and systematically, and organize and analyze the data obtained data, so as to reveal the nature and laws of things and seek research methods to solve practical problems. In the study, we distributed and collected a total of 300 questionnaires, including 295 valid questionnaires, making data collection and comprehensive analysis of students' psychological status in the actual study.

### **Action Research Method**

The teacher engages selfreflection and exploration in real-life teaching situations, with the main purpose of solving specific practical problems in the work environment. Our research is conducted in the real college teaching. In addition to meeting the purpose of research, we must also always maintain the state of our own work, constantly reflect on the teaching methods and teaching methods in the real teaching situation, and strive to complete the high-quality course teaching.

## **Results**

### **Practice of Hybrid Teaching Based on Learning Communication Platform**

Online and offline mixed teaching provides a new way to disassemble the heavy course tasks and complete them in three stages: before, during, and after class. Students can spare their time and review many times, which enhances their self-confidence (Chen, Nong, Zou, & Huang, 2021).

Before class: In our research, Class A uses the Chaoxing Learning Communication platform to implement the combination of online teaching and offline teaching methods, make full use of the resources and data provided by the platform, and improve the effectiveness of teaching and management. In teaching, the knowledge objectives, ability objectives, and thinking objectives of the course are assessed through modules. Before class, upload teaching courseware and release topic discussion in advance through the Chaoxing Learning Pass platform,

so as to make effective use of fragmented time (Duan, 2019). The teacher guides the students into the course learning state in advance. Among them, PPT resources account for 45%, video resources account for 30%, and group discussions account for 25%.

In class: Offline courses are implemented, and teachers ‘theoretical teaching is interspersed with students’ keynote speech, group discussion, debate competition, and other ways. In participatory learning, students can achieve learning goals in independent learning, management, evaluation, deep participation, and inquiry learning, mobilize their enthusiasm, and cultivate the sense of innovation. In classroom teaching, students have a good positive learning atmosphere and a full sense of energy. Especially in the PPT presentation and speech session, the students’ enthusiasm and initiative are well reflected. In the process of mixed teaching, the students will independently explore the areas that they have not explored before, and in the process of exploring the learning, there will be many questions (Dong, 2021).

After class: Pay attention to the process assessment and evaluation, in the evaluation concept, and establish big data thinking. In terms of evaluation methods, big data technology is used to transform it into valuable personalized data through data analysis and collation, so as to dynamically analyze and study students’ independent learning process and the realization degree of goals in each stage, so as to improve the timeliness and accuracy of process evaluation.

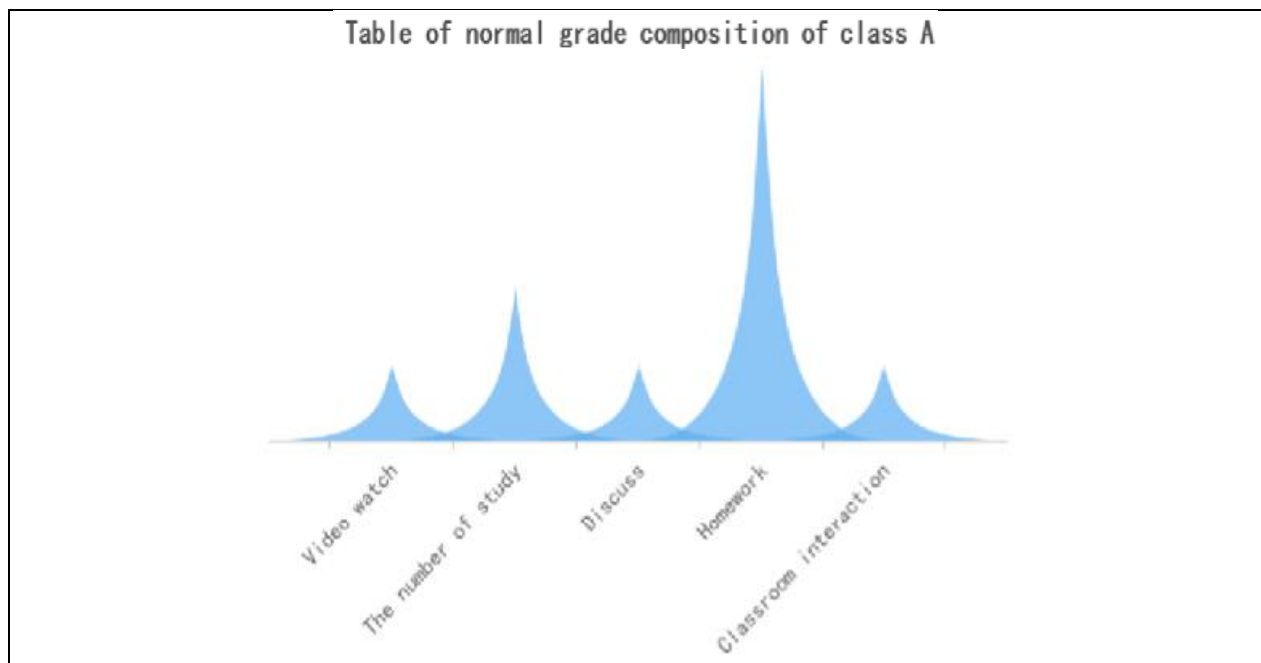


Figure 2. Table of normal grade composition of Class A.

### Differences in the Outcome Evaluation

The final score of the course “Online Public Opinion Research and Judgment” is composed of the usual score and the final score. Teachers shall set the weight of their scores in the course management. The content of score weight includes classroom interaction, sign-in, course audio and video, discussion, chapter test, examination, etc. Teachers can evaluate students from multiple angles, and the evaluation method is more comprehensive and objective (He & Jia, 2022). In the actual teaching, Class A adopts the mixed teaching combining online and offline, and Class B adopts the traditional teaching method. The test questions used in the

outcome assessment are the same, so that it is convenient for us to control the variables. Teachers keep the feedback of online learning to avoid students' periodic evaluation in the online learning stage and lose learning motivation to grasp the learning situation of students' online learning and control the progress of students' learning (Luo, 2019).

$$\text{Total evaluation score} = \text{Usually score} \times 40\% + \text{test score} \times 60\%$$

In the final score comparison, there were obvious differences between Classes A and B. In Class A with mixed teaching, the average score, highest score, and number of excellent students are all higher than Class B. The standard deviation of Class B scores is smaller than Class A.

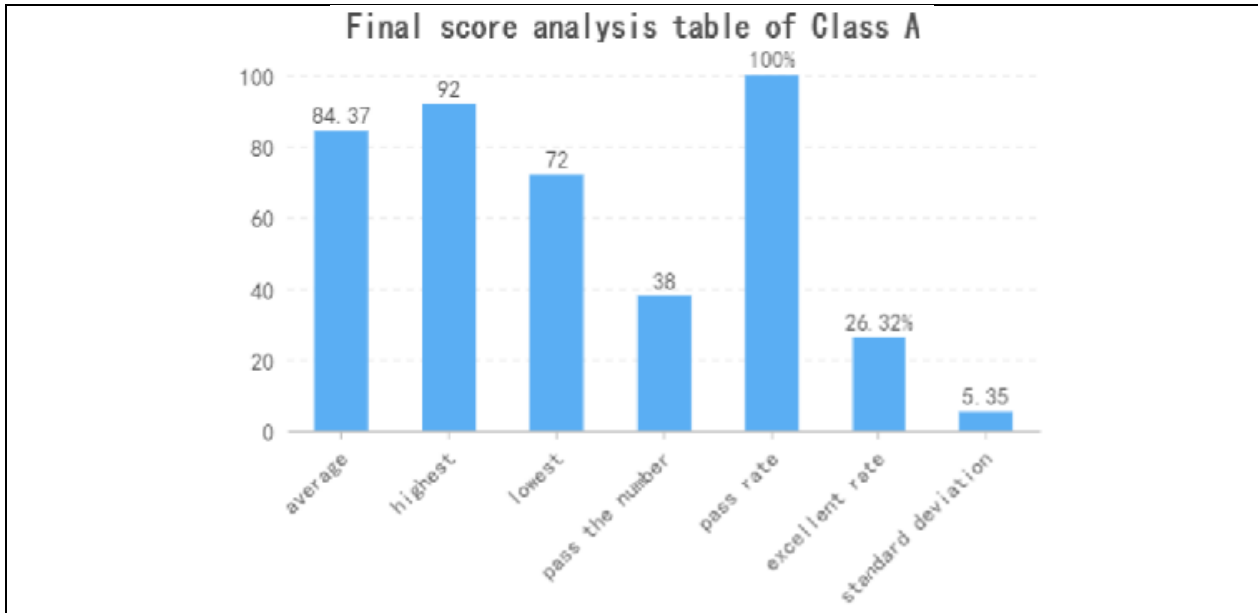


Figure 3. Final score analysis table of Class A.

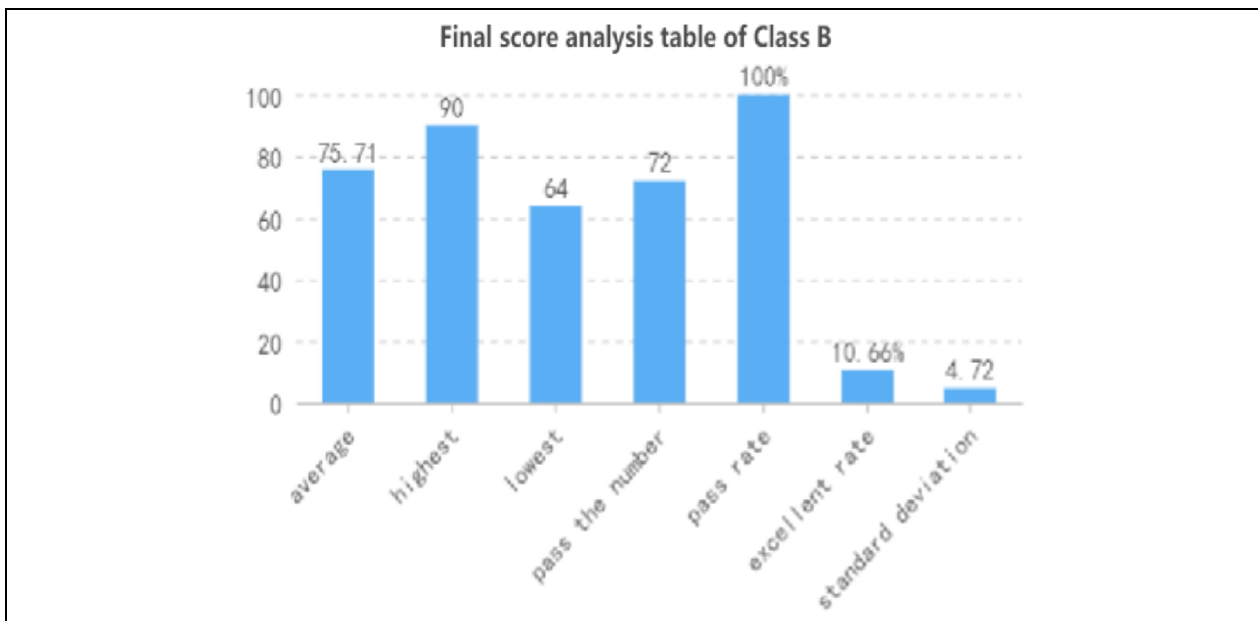


Figure 4. Final score analysis table of Class B.

### There Are Differences in the Feedback of Students Evaluating Teachers

Mixed teaching advocates to mobilize students' enthusiasm and fully highlight students' subject position. After the end of the course "Online Public Opinion", we also got the evaluation analysis data of students in the school's teaching management system. In general, the evaluation scores of Class A students with mixed teaching were generally higher than those of Class B.

### Discussion and Conclusion

In the Internet era, online classroom teaching such as MOOCs, micro-class, and rain classroom has become increasingly popular, which has become the general trend of education development (Wu, 2019). Through the mixed interactive teaching of online and offline teaching, students' ability of independent thinking and independent learning is enhanced, students' knowledge is expanded, students' learning efficiency is improved, and teachers' self-improvement is also promoted. The application of the combination of online and offline teaching mode makes up for the lack of time and space in the traditional classroom. In teaching, the integration of the Internet and offline teaching is used to optimize the online teaching methods and teaching contents, and reform the offline theoretical and practical teaching contents, which is more conducive to students' mastery of knowledge and stimulate their interest in learning. Nowadays, after the practice of many colleges and universities, the teaching effect is beyond doubt, in line with the requirements of modern teaching, in line with the objective law of modern education development, and is conducive to the all-round development of students. However, the mixed teaching mode has the characteristics of strong uncertainty, complexity, and nonlinearity, which leads to the implementation of mixed teaching with full challenges (Liang & Zhao, 2020).

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