

Construction of Online and Offline Hybrid Teaching Mode Based on SPOC

-- Take the "International Trade Practice" Course as An Example

Yi Chen*

School of Economics and Management, Hubei Polytechnic University, Huangshi, 435064, China

Abstract: The covid-19 epidemic that is ranged around the world has brought challenges to the teaching of universities, but also provided opportunities, and the online and offline hybrid teaching model has been put on the teaching agenda of various universities. Taking the course "International Trade Practice" as an example, this paper summarizes the advantages and disadvantages of each of them by reflecting on the practical effect of online and offline teaching, and proposes a hybrid teaching model based on SPOC online and offline. In view of the characteristics of international trade students of Hubei Polytechnic University, reconstruct the online and offline modules of the "International Trade Practice" course, reform the teaching methods, optimize the teaching design, strengthen the teaching supervision, refine the process assessment indicators, and make the online and offline mutually supportive and organic. Integrate and update the teaching assessment mechanism, and finally achieve the course learning goals of consolidating the basic knowledge, improving the application ability, and cultivating professional quality.

Keywords: SPOC, Hybrid teaching modes, Informatization.

1. Introduction

The course "International Trade Practice" is the core course of International Economics and Trade majors, and it is an enlightenment course for students to understand the practical operation of international economics and trade. The course mainly focuses on the international contract for the sale of goods, through the study of the main terms and additional terms of the sales contract, so that students have a preliminary understanding of the basic application of trade terms, international logistics, international insurance and international settlement methods in international transactions.

2. Online and Offline Teaching Mode Based on SPOC

The so-called online and offline hybrid teaching mode is a teaching mode that organically integrates offline traditional classroom teaching with online courses. "Online" is usually the use of modern information technology, that is, the Internet, mobile terminals, etc. to build an online teaching platform, and in this way to push videos, exercises, chapter tests and other resources to students, to carry out teaching activities, students use mobile phones, computers and other terminals for independent learning. Offline course teaching is the teacher's face-to-face knowledge explanation, interaction and Q&A guidance to students.

At present, China is vigorously promoting the construction of new liberal arts, SPOC (small private online course), that is, "small-scale restrictive online classroom", which is a learning platform developed on the basis of MOOC, and is a "online and offline" teaching mode that combines online course resources with school classroom teaching. SPOC is very different from MOOC, MOOC emphasizes a large audience group, and the curriculum is open, although it can bring great convenience to teaching and achieve high-quality resource sharing, but it also increases the trouble for teachers to control the background, and students' learning input is not

easy to supervise. SPOC solves the above problems to a certain extent, and he emphasizes small scale, generally tens to hundreds.

The SPOC teaching mode is generally divided into three stages, namely, independent learning to cultivate basic vocational ability before class, active learning to strengthen professional ability training during class, and experiential learning to enhance professional literacy after class, of which the middle stage is the core stage. At present, there are many universities in the mixed teaching mode teaching, using the SPOC = MOOC + Classroom model, for a school or a professional unit class, this model strengthens the completion of students' courses and solves the problem of teachers' online teaching control to some extent.

3. Introduction to the International Economics and Trade Major of Hubei Polytechnic University

Hubei Polytechnic University is located in Huangshi, Hubei Province, on the banks of the Yangtze River. Due to the inherent disadvantages of the geographical environment, the city's international trade environment is inherently deficient than that of other coastal cities in China, and it also poses a challenge for local universities to train students majoring in international economics and trade.

Most of the international trade majors of Hubei Polytechnic University are for local students in Hubei, who lack basic knowledge of international trade, freight forwarding, international logistics, etc. from primary education, and lack the desire to learn international trade. Due to the influence of the Wuhan city circle, students who enter the this school have the characteristics of hard work, easy shyness and lack of self-confidence. After analyzing the class situation of international economics and trade students from the class of 2015 to 2019, students generally have the following characteristics when learning international trade practice: First, they are curious. Second, for the learning of theoretical part of the knowledge,

most of the students rely on memory to solve the knowledge points, lack the ability to think independently and be willing to take the initiative to learn; third, the self-learning ability is poor. There is basically no self-consciousness in the study of expanding knowledge, and there are fewer students who borrow books in the library for professional reading; fourth, the English test-taking ability is stronger, the spoken language is biased, and it has an accent.

4. Introduction to the International Economics and Trade Major of Hubei Polytechnic University

Before the epidemic in 2020, the main teaching method of the "International Trade Practice" course of the international economic and trade major of Hubei Polytechnic University was offline teaching, and with the outbreak of the global new crown epidemic in early 2020, the teaching mode was all changed from offline to online, that is, through Tencent conference, DingTalk and other online live broadcasts with MOOCs of platforms such as Wisdom Tree. In the second half of 2020, summarizing the online teaching problems, combined with the offline teaching experience, according to the characteristics of the students of the international trade major of the university, after 2 years of online teaching and offline teaching experience, the online and offline hybrid teaching mode is a good attempt for the students of the international trade major of the university.

4.1. Analysis of the Advantages and Disadvantages of Online Teaching

4.1.1. Analysis of The Advantages of Online Teaching

First, it is conducive to "learning-centered". Through various teaching platforms, students are provided with rich learning resources, and students with strong learning desire and learning ability can learn the main content of self-study through online courses such as China University Network and Wisdom Tree; second, it is conducive to process assessment, not limited by space and time. According to the teacher's open course time, students can learn the online content by themselves within the time specified by the teacher without the space time limit. Third, the channels of communication are diversified. Teachers can conduct one-on-one targeted tutoring for students' online learning, teach according to their aptitudes, post discussions through the platform, communicate between teachers and students, and communicate with students, which is conducive to guiding students to explore and solve problems independently and expand their knowledge.

References are cited in the text just by square brackets [1]. (If square brackets are not available, slashes may be used instead, e.g. /2/.)

4.1.2. Analysis of the Advantages of Online Teaching

First, it is impossible to directly see the learning effect of students, so as to make teaching feedback in a timely manner. Online teaching requires students to have high self-learning ability, most of the students majoring in international trade are shy, and few students interact with teachers to discuss problems during offline classes. The use of online teaching, coupled with the recording content is more theoretical, the learning situation of students is not easy to grasp, do not know how to pretend to understand, seem to understand the phenomenon of non-understanding will be common, can not be better for deep learning. Teachers cannot grasp students'

reactions to teaching content problems in the first place; second, teaching supervision is ineffective. Online teaching poses a great challenge to teaching supervision and supervised learning. First of all, there will be a situation where students swipe the video. Some students just want to complete the learning task, online brush video; secondly, for the theme discussion perfunctory coping, a small number of people do, others share the results for free, the content of the required posts is too simple, just to copy questions and so on.

4.2. Analysis of the Advantages and Disadvantages of Offline Teaching of the "International Trade Practice" Course

4.2.1. Analysis of the Advantages of Offline Teaching

Offline teaching is face-to-face with students, teachers can see students' feedback in time during the class, grasp the learning situation of students, for more difficult knowledge points, targeted professors, maintain good interaction with students, teach according to their aptitudes, so as to adjust the teaching mode in time according to the teaching effect.

4.2.2. Analysis of the Disadvantages of Offline Teaching

First, it is not conducive to process assessment, the evaluation means are single, and the status of students as the main body is missing. Traditional test question types and methods are easy to bring about the drawbacks of rote memorization before the exam, which is not conducive to cultivating students' application ability, lack of passion for learning, so that the teaching of students and teachers has been in the dead cycle of teachers taking classes and students passively listening to lectures; second, the teacher team has a strong dependence on teachers who teach in English. In the SPOC online and offline hybrid teaching model, offline teaching requires teachers to have higher oral English expression ability, which puts forward higher requirements for teachers.

5. Introduction to the International Economics and Trade Major of Hubei Polytechnic University

5.1. Reconstruct Application-Oriented Teaching Modules

5.1.1. Use information-based Teaching Resources to Record Basic Knowledge into Teaching Short Videos

Although "International Trade Practice" is a cognitive and practical course, the course content is closely related to the theoretical courses such as international commercial law, commodity inspection, and commodity customs declaration. In the limited teaching time, this part of the theoretical knowledge can use information teaching resources, such as the wisdom classroom and network self-built platform of Hubei Polytechnic University, or the use of the wisdom tree platform to record theoretical knowledge, and open the course to students at a certain time, so as to facilitate students to learn in advance and provide a theoretical basis for subsequent offline practical teaching courses.

5.1.2. Use Information-based Teaching Resources to Record Basic Knowledge into Teaching Short Videos

In the process of offline teaching, the first 45 minutes of the 90-minute course can use the student learning results obtained by the online teaching big data analysis to explain

the common problems of students in English. Because it is a small-scale teaching, the last 45 minutes use the question interaction mode to examine the mastery of different knowledge points of each student, let students participate in the discussion of the problem, first let the students interact with the students, when answering the error, the teacher intervenes to explain, and really flips the classroom, so that students become the master of the classroom, improve students' self-learning ability and interest in the course. At the same time, for the problems left over from the classroom, they can be used as thinking discussion questions, so that students can discuss in the form of small groups, and the next offline course students will make ppt explanations.

In the after-school exhibition stage, students majoring in economics and management of the university can use the POCIB platform, SIMTRADE platform and OCALE cross-border e-commerce trade platform, which better simulate B2B and B2C Trade mode, because it is a small-scale class, the use of these platform software allows students to learn the classroom theory for simulated practice, preliminary understanding of foreign trade processes, foreign trade documents, foreign trade exhibitors and Amazon.

Based on the promotion of the SPOC online and offline hybrid teaching mode, online theoretical courses can be used in teaching Chinese teaching, which is more convenient for students to understand, and the offline all-English teaching mode focuses on teaching practical operations, requiring students to be able to put theoretical knowledge.

5.2. Strengthen the Supervision and Assessment of Online Teaching

5.2.1. Set Up Passing Exercises and Tests on the Learning Platform to Meet the Standards

Taking the Wisdom Tree platform as an example, each video is about 8 to 10 minutes long, and after the students have completed the lecture, they have set up supporting exercises and case studies in each chapter, and each student can only enter the next step of learning if they reach a certain score. For students who have not completed, send out learning reminders or warnings to urge students to maintain a good learning attitude and consciously carry out online learning.

5.2.2. Background Data Analysis

In order to strengthen the supervision of teaching, the teacher team conducts statistics on the students' course completion degree and the error rate of after-class exercises through big data analysis during the open course time. Because it is a small-scale class, one-on-one analysis can be done, which is convenient for offline teaching to be targeted and teach according to talents. Through the interaction of offline classes, it is also possible to examine whether students have the phenomenon of brushing videos.

5.2.3. Refine the Online Guidance Assessment Indicators Before Class

In the pre-course stage, students are required to explain the online assessment rules clearly. For example, the length of online video learning, online exercises, chapter tests, the number and quality of posting seminars, and the rush to answer questions, etc. The specific content and scores are shown in Table 1.

Table 1. Online tutorial assessment indicators before class

Online assessment indicators	Evaluators	Evaluation criteria	Rating/score
Online video learning time	Platform big data(10%)	Watch the video for 5 minutes	100
		Video viewed for less than 5 minutes	0
		The content is all learned, and the accuracy rate is more than 80% (including 80%)	80~89
Online exercises and chapter tests	Platform Big Data (40%)	The content is all learned and the accuracy rate is more than 60% (including 60%)	60~79
		The content has not been completed, and the accuracy rate is less than 60%.	0~59
Number and quality of posting discussions	Teachers (30%)	Teachers rate students based on the content and number of posts they post	0~100
Answer questions online	Platform Big Data (20%)	Right	100
		Error or blank	0

5.3. Update Assessment Indicators

Based on the adoption of THE SPOC online and offline hybrid teaching model, it is recommended to adopt two aspects in the curriculum assessment system, that is, the process evaluation (50%), the combination of the process evaluation (50%) score and the final examination score (50%), if other majors use this mode to take classes, the proportion of the two can be adjusted according to the specific situation of the teacher's class.

Final exam scores have real scores, so we pay special attention to the evaluation of process evaluation scores. The performance of students in the teaching process is quantitatively scored in the process evaluation, and the teacher can adjust its proportion according to the different

factors of offline and online actual situation, as shown in Table 2.

5.4. Establish A Professional Online and Offline Teaching Team

The implementation of the online and offline hybrid teaching mode of the "International Trade Practice" course requires an experienced and comprehensive teaching team to participate in the project. Online courses require teachers to be familiar with the curriculum, understand the online class mode, have a good image and expression ability, and also need professional network teachers to be responsible for the construction of the wisdom number platform, platform maintenance and platform big data statistics; offline courses

require teachers to have the ability to express themselves in English, so that students can quickly convert the theoretical

knowledge of online Chinese into English mode expression and elaboration.

Table 2. Grading Criteria for Process Evaluation Scores

Assessment indicators	Evaluators	Evaluation session	Evaluation indicators	Rating/score
Online tutorial before class (30%)	Platform for big data and teachers	Wisdom Tree Recording Course Learning completes pre-lesson task operations	Quantify according to Table 1	Quantify according to Table 1
	Teachers (20%)		Actively preside over the discussion and operate the task correctly	85~100
In-class study (50%)	Platform Big Data (20%)	Task discussion and action	Active participation in discussions and task operations are acceptable	60~84
	Students (10%)		Participation in discussions is not active, and the task action score is not high	0~59
			Actively communicate and discuss, summarize and write carefully	85~100
After-school development (20%)	Automatic scoring on the POCIB, simtrade and OCALE platforms	Platform exchange discussion and quality development summary	It is acceptable to participate in discussions and summarize and write	60~84
			Participation in discussions is not positive, and the attitude of summarizing and writing is not serious	0~59

6. Conclusion

In the construction of the "International Trade Practice" curriculum with online and offline mixed teaching, it emphasizes the cultivation of humanistic literacy and the exercise of operational skills as the core, and builds a professional core curriculum that is integrated into teaching.

Acknowledgment

This research was supported by Hubei Polytechnic University Education Reform Research Project "Construction and Practice of Online and Offline Hybrid Teaching Model of International Trade Practice" (Grant No. 2020C51).

References

- [1] Wang Yuying Exploring the Reform of Online and Offline Hybrid Teaching Model under the Background of Internet + Education [J]. China Education Technology and Equipment, 2020(14): 44-46.
- [2] Wang Yujing, Liu Tian, Analysis of the Relationship between First-class Courses and First-class Majors and Construction Ideas: A Case Study of International Economics and Trade majors in Applied Universities [J]. Journal of Higher Education, 2021(3): 25-29.
- [3] Exploration and Practice of Online and Offline Hybrid Teaching Mode of Cheng Xiling's International Trade Practice Course[J]. Educational Modernization, 2020, v.7(56): 172-175.
- [4] Zhong Yingbin Application Research of Online and Offline Hybrid Teaching Model [J]. Science Consulting (Science and Technology Management), 2021(5): 116-117.
- [5] Chen Qi Research on the Construction and Application of Online and Offline Hybrid Teaching Model—— A Case Study of International Trade Practice Course[J]. Economist, 2021(6): 162-163.
- [6] Zhou Hongyun Research on the Reform of Online and Offline Hybrid Teaching of International Settlement Courses Based on Cross-border E-commerce[J]. Foreign Trade and Economic Cooperation, 2020(7): 142-144.
- [7] Zeng Min, Ren Xuejiao Exploration of Teaching Reform of International Trade Practice Course——Based on Incoterms 2020[J]. Foreign Trade and Economic Cooperation, 2020(11): 158-160.
- [8] Notice of the State Council on Printing and Distributing the 13th Five-Year Plan for the Development of National Education [J]. Bulletin of the State Council of the People's Republic of China, 2017(05):43-7.
- [9] Man jot Kanpur(2012). Blended learning-its challenges and future, Assistant Professor, Department of Commuter Science; G.S.S.D.G.S Sakhalin College Patiala-147001; India.