

Exploration and Practice of Teaching Reform of Maritime English in the Post Epidemic Period

-- Construction of Online and Offline Mixed Teaching Mode

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Abstract

The outbreak of the epidemic has changed the normal of teaching in Colleges and universities. Online and offline mixed teaching has become the mainstream and trend of teaching reform in Colleges and universities. Taking the teaching application of vocational education cloud platform in the author's College as an example, this paper discusses the development mode of online and offline classroom teaching in extraordinary times, and further puts forward improvement measures. It is expected to have some enlightenment and promotion to the online and offline mixed Teaching in the post epidemic period.

Keywords

Post Epidemic Period; Curriculum Teaching Reform; Online and Offline Mixed Teaching.

1. Introduction

During the repeated epidemic, the sudden change of teaching mode has brought unprecedented challenges and new experience to college teachers. At present, with the gradual in-depth development and normalization of online teaching, it has also triggered teachers' in-depth thinking on the reform and trend of education and teaching in the post epidemic period. Is online teaching an expedient measure or an accelerator to reshape the future teaching ecology? What enlightenment and thinking does the rush online teaching practice during the epidemic bring to the return to normal teaching in the future? How to accurately evaluate the effect of online teaching? How to make more rational use of resource platform?

It is generally believed that blended teaching is "a collection of offline Face-to-Face and online learning", but in a strict sense, this definition is relatively broad and rough. The concept of blended teaching has actually experienced different stages of development. With the rise of "Internet+", I think that through my own practice, I can shift the definition to "a teaching situation based on the combination of mobile communication equipment, online learning environment and classroom discussion". As far as the actual teaching needs of the marine English course are concerned, this kind of teaching should "emphasize creating a kind of personalized learning experience that can truly participate and have a high degree of participation for students". Based on this, the later teaching should reposition the connotation of teaching.

2. Repositioning of the Teaching Connotation under the Mixed Teaching Mode

2.1. Highlight the Mode of Face-to-Face Teaching + Online Self-learning

After the epidemic has been fully controlled and students have fully returned to campus, we must not waste the online teaching experience invested in the early stage. We should make full

use of the respective teaching advantages of online and offline, and organically combine the offline learning model with the online Self-learning model based on the learning platform. Its substantive content covers the specific teaching methods, learning methods, teaching strategies, and effect control of mixed teaching in the context of the epidemic.

2.2. Pay Attention to the Orderly Connection between Online Teaching and Offline Teaching after Class Resumption

The teaching of the last semester should be considered in the diversified teaching plan of the whole semester. If offline teaching is resumed, how to carry out teaching after class? Is it a step-by-step rigid "inheritance" or a flexible "turning point" with a sense of design. Online teaching during the epidemic period is not simply "copying and uploading" the original offline teaching. It involves the reconstruction of teaching content (such as the front or back movement of some knowledge points), the rearrangement of teaching activities (such as the retraining and advancement of relevant theoretical knowledge, the theory and method of some contents involving professional practice courses first, supplemented after operation), etc. Therefore, we must give consideration to both before and after, balance and overall planning in order to successfully realize the smooth return of online and offline blending teaching after the epidemic.

2.3. Emphasize the Active Construction of Knowledge with Students as the Main Body

In the special online teaching period, for online teaching based on the "Vocational Education Cloud Platform", the construction of task list focuses on strengthening the active construction of knowledge rather than passive acceptance, and vigorously advocates the teaching reversal of "learning comes first and learning determines teaching". The guiding role of teachers can further cultivate and develop students' autonomous learning ability and independent thinking ability.

3. Construction Measures of Online and Offline Mixed Teaching Mode

3.1. Construction Significance of Online and Offline Mixed Teaching Mode

First, teachers can build courses on the Platform according to the teaching content and students' characteristics, enrich the classroom teaching content, and improve the teaching level and quality. Secondly, carrying out mixed teaching can provide teachers with relatively complete material resources such as navigation training equipment, training scenes and simulation situations, and solve the shortage of teaching resources of navigation technology specialty to a certain extent. Finally, carrying out mixed teaching can also change the learning habits of higher vocational students and promote the improvement of students' learning interest and comprehensive competitiveness. The combination of online and offline classroom teaching can broaden students' vision, mobilize students' learning enthusiasm and initiative, optimize the teaching process and improve teaching efficiency.

3.2. Development of Mixed Teaching Mode

In order to facilitate teachers to make more efficient use of professional teaching resource database for teaching, and evaluate students' achievement and learning effect more objectively and systematically, the resource database has further developed a "Vocational Education Cloud Platform" conducive to teachers' teaching. The Vocational Education Cloud Platform is managed by colleges and universities as the basic unit. Teachers can build courses and design contents based on professional teaching resource database on the platform, or teachers can create courses by themselves according to teaching contents and student characteristics. When transferring resources, in order to ensure the consistency of course content and the diversity of course materials, teachers can retrieve appropriate resources in various professional

resource databases, open courses and even each material point according to their needs, screen and save them in the personal resource database for later resource transfer, which realizes the reconstruction, and sharing of resources in a real sense.

3.2.1. Pre-course Construction

Teachers first need to design learning programs, learning links and learning activities suitable for autonomous learning.(See Figure 1). At the same time, teachers should set corresponding classroom teaching links and interactive teaching contents according to students' autonomous learning and online questioning to prepare teaching plans.

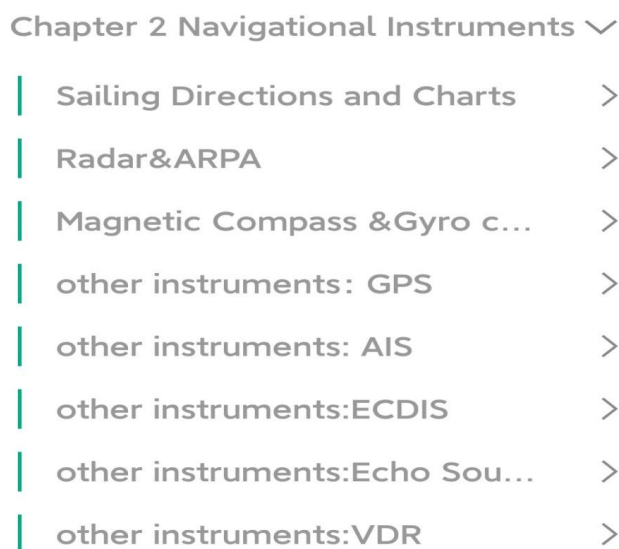


Figure 1. The design of the course frame

During the course construction, teachers can enrich the course materials by searching and collecting the materials in the resource base according to their own teaching situation and students' learning situation; Then, teachers can select the required content from the open courses in the resource library and directly import it into their own courses; Thirdly, teachers can personalize and edit the imported courses, and can add their own material resources or delete redundant material resources; Finally, teachers can import the corresponding test questions through the resource database or their own local to improve the curriculum.

3.2.2. Online Autonomous Learning Guidance

Based on the "Vocational Education Cloud Platform", teachers set up autonomous learning methods on the basis of understanding the overall and individual situation of students, such as learning arrangements, learning procedures, learning methods, etc. The "Vocational Education Cloud Platform has designed and developed a fully functional terminal APP, which provides learners with a fragmented mobile learning approach based on the Vocational Education Cloud App. Autonomous learning can be carried out either individually or in groups, so that students can carry out autonomous learning at any time and anywhere.

Secondly, while formulating the autonomous learning plan, teachers also need to complete the task list of each task point, so as to make students have clear learning objectives and correct learning motivation, and fundamentally lay a good foundation for subsequent autonomous learning. The task list can be intuitively demonstrated in the form of multimedia (video, animation, picture) or released in the form of group task, questionnaire test, etc. For example, through real animation, students can invest in the real navigation environment of collision risk

judgment and establish the relationship between learning and virtual reality, which can make students quickly understand learning objectives and increase corresponding learning interest.

<p>Task one 1) Watch the video 《Bridge》 and fill in the missing words in the blanks This is our most import piece of equipment _____. We have 3 _____ on board. This is the _____ radar. It is used to detect _____ and avoid _____. radar displays GPS position, _____, _____, water depth, wind direction and force, current direction and force. We can set alarms based on the preset _____. Now _____, ECDIS, AIS, GPS are integrated and make bridge operation much easier and user friendly.</p> <p>2) Watch the video again and check your answer.</p>	<p>Here are the preview knowledge points and difficult points</p>																														
<p>Task two Consult the audio dictionary and fill out the form below</p> <table border="1" data-bbox="327 835 1018 1144"> <thead> <tr> <th>Vocabulary list</th> <th>explanation</th> <th>Important phrases(if any)</th> </tr> </thead> <tbody> <tr><td>detection</td><td></td><td></td></tr> <tr><td>range</td><td></td><td></td></tr> <tr><td>collision</td><td></td><td></td></tr> <tr><td>references</td><td></td><td></td></tr> <tr><td>monitor</td><td></td><td></td></tr> <tr><td>plot</td><td></td><td></td></tr> <tr><td>ARPA</td><td></td><td></td></tr> <tr><td>CPA/TCPA</td><td></td><td></td></tr> <tr><td>vicinity</td><td></td><td></td></tr> </tbody> </table> <p>Task Three Download teaching documents in the qq group for extensive reading and draw out difficult parts</p>	Vocabulary list	explanation	Important phrases(if any)	detection			range			collision			references			monitor			plot			ARPA			CPA/TCPA			vicinity			
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Figure 2. Task list

Finally, teachers check students' Online Autonomous Learning through the Vocational Education Cloud Platform or terminal APP, check students' questions in the discussion area or Q & A area, summarize the difficulties and doubts in students' autonomous learning, and design classroom mixed teaching in combination with these difficulties.

<p>Task3 Further reading & expressions</p> <p>(1) Which is not true about APPA with automatic acquisition? A. APPA with automatic acquisition can reach a very large area B. APPA with automatic acquisition should be restricted in a certain area C. APPA with automatic acquisition can be obtained on any scale within a certain areas D. APPA with automatic acquisition areas will be indicated on the display</p> <p>(2) What is not advantage of the modern integral ARPA? A. The modern integral ARPA comprises radar data B. The modern integral ARPA includes the computer data processing systems C. The modern integral ARPA operational advantage is easy to radar with ARPA data D. The modern integral ARPA has been up-to-date radar data</p> <p>(3) The ARPA can _____ track, process, simultaneously display and continuously update the _____. A. automatically, 10 targets B. automatically, 20 targets C. manually, 10 targets D. manually, 20 targets</p> <p>(4) ARPA data of object's bearing comes from _____. A. gyro compass B. magnetic compass C. speed log D. GPS</p>

Figure 3. Further reading & exercises

3.2.3. Classroom Mixed Interactive Teaching

On the basis of students' Online Autonomous Learning, teachers carry out targeted classroom teaching design according to the problems and doubts in the process of students' online learning. In the process of classroom mixed interactive teaching, teachers can use the Vocational Education Cloud APP to release the outstanding contents and problems in students' online learning in the form of discussion and brainstorming; Secondly, teachers ask students to interpret and answer questions in the form of questions, rush answers and voting. Teachers score students' answers on the spot and count them into their usual grades, so as to improve students' learning enthusiasm and pay attention to their personalized development at the same time; Thirdly, teachers set up corresponding voting activities and in class tests for the problems of students' concentration, so as to deeply understand the actual situation of students' online learning; Finally, according to the situation of students' independent mastery, the questions and difficulties are answered and summarized by means of multimedia demonstration, electronic whiteboard, taking photos on the wall, physical projection and so on. After class, teachers set corresponding test contents according to the task content to verify the actual mastery of online and offline learning. Students can use computers and mobile phones to complete corresponding homework tests on the "Vocational Education Cloud Platform.

3.2.4. Status Tracking and Evaluation

In the mixed teaching environment, it is particularly important to track the whole process of students' online and offline learning. Therefore, while the course carries out students' autonomous learning and teachers' teaching based on the professional teaching resource database, combined with the data statistics of the Vocational Education Cloud Platform, it establishes a multi-dimensional evaluation system structure of the mixed teaching assessment mode of "process evaluation + result evaluation". Through the platform, teachers can track students' learning in an all-round way, and truly realize the process assessment of curriculum teaching, so as to comprehensively, objectively and fairly evaluate students' learning attitude and learning effect, and give full play to the advantages of online and offline mixed teaching mode.

Through the whole process dynamic tracking of students' learning state, the integrated examination of curriculum learning, doing, testing and evaluation is implemented, and the examination function of formative examination and final examination is reformed and designed as a whole. The organic combination of formative examination and summative examination will give full play to its relatively independent, complementary and perfect functions. The Vocational Education Cloud Platform based on the professional teaching resource database automatically records and counts students' online learning behavior in the whole process, formative assessment, realizes students' learning and testing, timely feedback, and comprehensively promotes students' autonomous learning.

4. Application Effect of Online and Offline Hybrid Teaching Mode

At present, the following results have been achieved:

- 1) It effectively stimulates students' interest in learning. Students can easily solve the problems encountered in class by watching vivid videos and animations and operating virtual training equipment. Through the discussion area, students can express some of their own opinions. With the support of a large number of resources in the professional teaching resource library, students can broaden their knowledge, not only in the classroom.
- 2) It has greatly improved students' autonomous learning ability. In class, teachers allow students to interact with teachers through mobile terminals, find questions and summarize answers, so as to improve students' understanding of knowledge points. Through pre-class

preview and other methods, promote students' Online Autonomous Learning and continuously improve students' learning ability.

3) It improves students' academic performance. In the assessment mode, the proportion of final assessment at the end of the middle term can be flexibly set to promote students' online learning, classroom interaction and daily homework efforts, so as to improve their grades.

5. Improvement and Strengthening Measures of Mixed Teaching in the Post Epidemic Period

Through the teaching practice and summary during the epidemic period, it is preliminary envisaged that the post epidemic period can be improved and strengthened from the following points:

- 1) Adhere to the golden course construction standard of "gender once (high-level, innovative and challenging)" as the main tone, formulate the course standard and revise the teaching plan.
- 2) Combined with the actual situation of the course, select the most favorable network platform for students' autonomous learning, and strengthen their own online teaching technology.
- 3) Give students' learning objectives and learning expectations in the most clear way. Fine task list design. (Numerous excellent cases on the network)
- 4) Give students' learning objectives and learning expectations in the most clear way. Fine task list design. (Numerous excellent cases on the network).
- 5) Select the teaching content and adjust the teaching content and methods. The fixed method is combined with the reform. "There is a method in teaching, but there is no fixed method in teaching". Guiding students to spontaneously find the answer to the question is the most effective memory method. In the course of teaching, we have more or less encountered

6. Conclusion

The epidemic is both a crisis and an opportunity. We have all practiced this "teaching reflection". The concept, ability level and role orientation of teaching double development need to be changed urgently. For students, the learning habit of relying on classroom teaching will be broken, and the self construction of knowledge is imminent. For our teachers, "teaching by learning" is the right way. I believe that after continuous polishing, both sides will complete a leap.

Acknowledgments

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