



Research on the Teaching Practice of "Labor Education" Based on the Blended Teaching Mode Under the Chaoxing Platform

Xiaojing Cheng*, Chuqi Zhou

Chongqing Vocational College of Architecture and Technology/ Chongqing City University of
Science and Technology, Chongqing 401331 China

*154313767@qq.com

Abstract. Blended learning is an important aspect of current teaching reform. The application of this model in course instruction not only reflects the subjective status of students but also enables two-way interaction between teachers and students, thereby enhancing teaching effectiveness. The "Labor Education" course utilizes the Chaoxing Learning Platform to build a course platform that is applied to pre-class preparation, in-class interaction, and after-class review, improving the efficiency of classroom discussion-based teaching. By incorporating ideological and political elements, the quality of teaching and educating has been improved, and students' formative assessment has become more objective, fair, and transparent. This has enriched teachers' teaching methods, increased student interest, enhanced students' autonomous learning ability, and implemented a student-centered teaching philosophy.

Keywords: blended learning, Chaoxing Learning Platform, Labor Education

1 Introduction

In the rapidly developing information technology environment, educational and teaching methods are also undergoing changes, and the online and offline blended teaching model has become one of the important models for teaching "Labor Education" courses. Chaoxing Learning Platform is a smart teaching system centered on an online teaching platform that integrates mobile terminals, classroom terminals, management terminals, and various teaching applications[1]. Currently, the system has been widely used in online and offline blended teaching, achieving excellent teaching results. As a public basic course, the "Labor Education" course not only expands upon traditional offline classroom teaching but also considers utilizing the brand-new teaching method of Chaoxing Learning Platform to reasonably design teaching units and form diversified teaching modes[2]. This can not only expand the teaching space of the course and meet the individualized learning needs of students but also stimulate students' learning motivation and effectively improve their learning effectiveness. As a result, teaching philosophies, teaching methods, and teaching modes have undergone significant changes.

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This enhances students' autonomous learning abilities, promotes mutual learning between teaching and learning, co-constructs courses, and implements a student-centered teaching philosophy[3]. It also promotes the continuous improvement of the quality of classroom teaching in "Labor Education."

2 Introduction to the "Labor Education" Course

"Labor Education" is a public basic course offered to vocational college students. The course consists of a total of 16 class hours, completed over 8 weeks, and awards 1 credit. It is targeted at all first-year students in the 2023 intake across the entire school. In line with the school's "Double High-level Construction" mission and the practical development of its undertakings, the course adopts a blended teaching approach combining Micro-course with traditional classroom teaching. The course is characterized by a vast amount of content, high difficulty, and tight schedules. Relying solely on classroom lectures makes it challenging to comprehensively cover all chapters, necessitating a focus on improving students' learning methods and enhancing their independent learning abilities.

To restructure the syllabus, the traditional classroom content is dismantled, integrated, and refined. A series of interconnected knowledge points are extracted and crafted into a set of micro-lectures. Leveraging the advantages of early-stage online teaching resource development, the online course platform is further refined[4]. Once the Micro-lecture are complete, they are launched on the Chaoxing learning platform.

3 Practical Teaching Model of Online-Offline Blended Learning for "Labor Education" Course Based on Chaoxing Platform

This course adopts an online-offline integrated model, with offline classroom teaching as the core, emphasizing heuristic and discussion-based methods. Online learning, focusing on self-study, complements this, ensuring a tight integration of online and offline elements for mastering labor education knowledge and integrating ideological and political education into the curriculum[5]. The Chaoxing online teaching platform, an information tool our university has long utilized, supports blended learning, including course construction, teaching management, course resource development, online activity design, and learning statistical analysis[6]. Coupled with the corresponding mobile app, teachers can organize teaching anytime, anywhere.

The teaching design of "Labor Education" classroom lectures is closely integrated with Micro-course teaching and is based on students' learning of Micro-lecture content. The offline classroom implementation process includes pre-class self-study and review consolidation, in-class internalization, and post-class sublimation, evaluation, and reflection[7].

3.1 Pre-Class Self-Study and Review Consolidation

To help students engage in more efficient pre-class preparation, teachers need to carefully design a learning guidance plan. When preparing lessons, teachers should fully prepare based on the actual learning situation, scientifically design pre-class preparation content based on clear teaching objectives and course content, and then push self-made micro-courses, Micro-lecturelinks, Course PowerPoint Presentation, audio and video materials, and independent learning task lists to students through the Chaoxing platform to guide them in pre-class preparation. This is an important step to facilitate the smooth implementation of online and offline blended teaching. During the construction of online teaching resources, actively develop relevant ideological and political expansion videos, animations, documents, and other expansion materials combined with courses or knowledge points, including the history and current status of labor education, and a collection of stories about the spirit of model workers. Raise open discussion questions that focus on current events and hot topics, such as whether college students' labor concepts have changed before and after the examination as they transition from high school to college. Due to changes in the general environment, what "new forms of employment" have emerged? As students, what do we think? Recommend that students read relevant articles and watch relevant ideological and political expansion videos, animations, etc. Students can view course notifications and understand learning content through the mobile app. Through the received electronic materials, they can familiarize themselves with the knowledge content of teaching tasks and finally complete the task points, assignments, and related discussions assigned by the teacher. In this link, students can upload problems encountered during the completion of independent learning task lists and online testing to the online teaching platform. Teachers can understand students' learning status through the statistical analysis function of the Chaoxing online teaching platform, so as to provide targeted guidance to students in classroom learning and explain the key and difficult points of the course. Based on this, the teaching plan can be flexibly adjusted to achieve effective connection between pre-class and classroom teaching.

3.2 In-Class Internalization and Consolidation

The class is conducted through classroom interaction, classroom discussion, group cooperation, and other methods. Teachers will give a centralized explanation in the classroom based on the questions students feedback online, and can also set practical questions using the knowledge points of this lesson for students to discuss and solve, training students' knowledge transfer and innovation abilities. In the classroom, teachers can specifically address students' confusion during pre-class learning, improving the breadth and depth of students' classroom learning. To improve classroom teaching efficiency, teachers divide the entire class into several study groups, guiding students to communicate and discuss the problems they encounter in various stages such as pre-class preparation and classroom learning in groups, and encouraging students to actively express their views. This allows students to gain problem-solving ideas through collisions of thinking and smoothly solve problems.

In the Knowledge Transfer and Application Training Session, Group Learning is one of the Common Methods, Which can be Divided into Two Parts. learning achievement display and evaluation reflection[8]. Firstly, learning achievement display. Teachers can guide students to use relevant concepts from the labor education curriculum to deepen their understanding of the knowledge they have learned, helping students understand the content they have learned more deeply, and transfer and apply what they have learned to real life. For example, in the chapter on inheriting the spirit of labor, teachers can set up group assignments on the Chaoxing platform to find role models around them to analyze how to inherit the spirit of labor, enabling life and knowledge to be effectively linked[9]. students who have energy after class are encouraged to make a script based on the moral education topic discussed in class and shoot a situational short drama, which can enable students to experience the power of role models in the labor environment. Thereby feeling the professional ethics of labor models. Secondly, evaluation and reflection. After students demonstrate their learning achievements, teachers can organize students to evaluate and reflect on the entire teaching process. Teachers guide students to conduct self-evaluation and group mutual evaluation through the Chaoxing platform, helping students more comprehensively understand and recognize the deficiencies in their labor education knowledge learning process[10].

3.3 Post-Class Sublimation and Reflection

The construction and practice of the Chaoxing Learning labor education curriculum encourage students to co-build the curriculum, which is an effective complement to the traditional teacher-led classroom model[11]. Students have responded positively. A questionnaire survey was conducted among 192 students majoring in Big Data Technology and Application in the 2023 grade[12], and the questionnaire recovery rate was 96.4% (185/192). The results showed that most students recognized the online and offline combined teaching model, believing that it was conducive to grasping key course knowledge, improving independent learning ability, cultivating thinking ability, and improving classroom efficiency (See Table 1.)

Table 1. Survey Results of Questionnaire on Labor Education Curriculum

Question	Options	Results
Q1: Compared to traditional classroom teaching, what is the effect of combining advance learning with the ChaoXing platform?	A. Beneficial to knowledge mastery	34.5% (64/185)
	B. Able to learn more knowledge	27.2% (50/185)
	C. Able to solve problems more targetedly	32.3% (60/185)

	D. No difference	0.8% (1/185)
	E. Traditional classroom teaching is more effective	5.2% (10/185)
Q2: How to improve classroom efficiency during classroom teaching?	A. Self-study before class, use questions in class to explain the key points, difficulties, and doubts of the original text	18.2% (51/185)
	B. Self-study before class, classroom interaction, grouping, and summarizing key and difficult points	54.2% (81/185)
	C. Preview before class, traditional classroom explanation	18.2% (34/185)
Q3: Is online discussion beneficial to the cultivation of learning ability?	A. Very beneficial	40.5% (75/185)
	B. Beneficial	45.3% (84/185)
	C. Don't know	11.3% (21/185)
	D. Not beneficial	2.9% (5/185)
Q4: Compared with traditional classroom teaching, is it beneficial to improve independent learning ability by advancing through the ChaoXing platform before class?	A. Very beneficial	22.3% (41/185)
	B. Beneficial	74.2% (137/185)
	C. Don't know	3.1% (4/185)
	D. Not beneficial	0.4% (1/185)
	A. Very beneficial	19.2% (36/185)
	B. Beneficial	72.9% (135/185)

Q5: Compared with traditional classrooms, is it beneficial to master the key content through ChaoXing?	C. Don't know	7.3% (14/185)
	D. Not beneficial	0.6% (1/185)

Scientific and reasonable evaluation plays a crucial role in efficiently carrying out online and offline blended teaching [13]. The big data statistics of the Chaoxing platform can assess students' online learning. Combined with the completion of offline homework, teachers can provide a more objective and complete process evaluation. At the end of the course, the teacher designs the final exam content based on the learning materials of this semester to complete the summative evaluation. In the assessment of labor education, teachers should combine process-based and outcome-based assessments, focusing on both students' mastery of knowledge and comprehensive evaluation of their abilities and qualities. Currently, labor education assessment consists of three modules: learning attitude, after-class practice, and final examination. Students' grades consist of the learning attitude module (30%) (including Chaoxing sign-in, task completion, discussion, chapter tests, etc.) + in-class task module (40%) (including group assignments, scenario simulation completion, classroom evaluation, etc.) + final exam module (30%). The blended teaching evaluation system is shown in Figure 1.

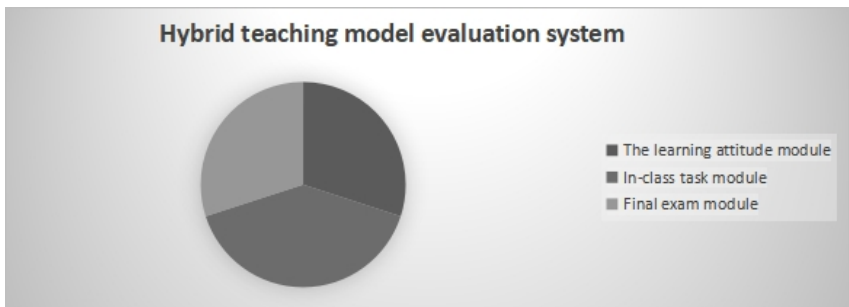


Fig. 1. Assessment system for blended teaching mode

4 Conclusions

The teaching practice research of "Labor Education" based on the blended teaching model under the Superstar platform has enriched teaching concepts, methods, and models. It fully leverages the students' subjective role in teaching and better meets their personalized learning needs. In the teaching process of labor education, teachers combine online teaching resources with offline classroom teaching through Superstar, with offline teaching as the core. Online, the Superstar Learning App is used throughout the pre-class self-study, review, and consolidation stage, the in-class internalization stage, and the post-class evaluation, reflection, and sublimation stage. This approach improves students' mastery of labor education knowledge and team collaboration skills,

stimulates their learning initiative and enthusiasm, and makes their formative evaluation more objective, fair, and transparent. This significantly promotes the reform of labor education curriculum teaching and is of great significance for improving the quality of classroom teaching.

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