

Development of Online and Offline Mixed Teaching Materials for Higher Vocational Education Under the Background of Internet

Jianfei Shen, Hunan Mass Media Vocational and Technical College, China*

ABSTRACT

With the vigorous development of the Internet, higher vocational education is welcoming a new era of online and offline mixed teaching. Based on the deficiency of traditional teaching materials, this paper analyzes the present situation of higher vocational education under the Internet and the advantages of blended teaching. In order to realize the development of blended teaching materials in higher vocational colleges, this paper puts forward a concise and effective process, and taking Accounting as an example, probes into the influence of blended teaching materials on students' grades. The results show that the blended teaching materials improve the interactivity, stimulate students' interest in autonomous learning and effectively promote their learning enthusiasm. This not only improves the quality of higher vocational education, meets the social demand for skilled talents, but also cultivates students' teamwork and autonomous learning ability. These research results provide theoretical support for the development of hybrid higher vocational teaching materials in the Internet era.

KEYWORDS

Development Research, Higher Vocational Teaching Materials, Internet Background, Online and Offline Hybrid

As an important part of China's education system, higher vocational education undertakes the important task of cultivating skilled and applied talents (Zheng et al., 2023). In recent years, with the vigorous development of higher vocational education in China, a large number of applied talents have been trained for socialist modernization (Xia et al., 2021). However, the traditional teaching model still has some problems in teaching materials, such as outdated content, weak practicality, and inability to meet the individual needs of students (Peng et al., 2022). At the same time, with the continuous popularization of internet technology, educational informatization has become an important direction of educational reform in the new era (Peng et al., 2022). As a new teaching mode, online and offline mixed teaching combines traditional teaching with a network platform to realize the optimal integration of teaching resources and provide students with a richer learning experience (Jensen et al., 2007). In this mode, the development and innovation of teaching materials are particularly important (Nurutdinova

DOI: 10.4018/IJeC.342124

*Corresponding Author

This article published as an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>) which permits unrestricted use, distribution, and production in any medium, provided the author of the original work and original publication source are properly credited.

et al., 2016). This paper discusses the development of online and offline mixed teaching materials for higher vocational education under the background of the internet and provides an innovative teaching material development mode for higher vocational education (Kumar et al., 2021).

LITERATURE REVIEW

In recent years, scholars at home and abroad have conducted extensive research on the development of online and offline mixed teaching materials. Fu (2023) studied the advantages of online and offline mixed teaching. In mixed teaching, teachers and students use the network platform for teaching activities, including course resources, homework submission, exchange, and discussion, etc., which not only retains the advantages of face-to-face teaching in traditional classrooms but also makes full use of network technology to expand learning time and space (Li, 2022). By applying blended teaching to teaching practices, students' learning participation, autonomous learning ability, and social communication ability can be effectively improved, and at the same time, it has rich interactive functions (Liu & Ning, 2017). Teachers can know students' learning situation in real time through the network platform, realize personalized teaching, and stimulate students' learning interest and enthusiasm (Dang, 2023).

Yang (2022) studied the principles of teaching material development in higher vocational colleges. By combining traditional face-to-face courses with online courses, a teaching model was formed, which fully utilized internet technology to realize the sharing of teaching resources and the complementary advantages of teachers (Madariaga et al., 2023). This model is flexible, personalized, and interactive, which is conducive to improving students' learning interest and autonomous learning ability. At the same time, it adheres to the student-centered principle in the development of teaching materials in higher vocational colleges and meets students' individualized learning needs. Deeply integrated online and offline teaching resources improve teaching effect, innovate the form and content of teaching materials, highlight the characteristics of the times, and realize the digitalization and networking of teaching materials by using internet technology (Fu, 2023).

Chong (2023) studied the shortcomings of the blended teaching mode in the field of higher vocational education. With the online and offline blended teaching reform in higher vocational colleges in China, in the actual teaching process, there is a lack of teaching materials suitable for blended teaching in the current market, and curriculum resources are relatively scarce. The teaching method is too simple and lacks innovation. Many teachers still follow the traditional teaching methods, failing to give full play to the advantages of the network platform and improve students' interest and participation in learning. The teaching evaluation system is not yet mature, and some teachers still rely too much on traditional examination methods when evaluating students' learning achievements, failing to fully consider the characteristics of online learning (Xi, 2022).

To sum up, the existing research on the application and practice of online and offline mixed teaching mode in higher vocational education has been discussed, but there are still gaps in the development of teaching materials. Under the background of the internet, the development of teaching materials in higher vocational colleges should pay attention to modularization, systematization, and scene, and combine with modern educational technology to improve teaching effect (Chong, 2023).

MATERIALS AND METHODS

Vocational Education

Higher vocational education refers to the educational form of cultivating intermediate and senior specialized talents with certain professional skills and practical abilities to meet the needs of social and economic development and talent cultivation. The main goal of higher vocational education is to cultivate intermediate and senior specialized talents with certain professional skills and practical

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/article/development-of-online-and-offline-mixed-teaching-materials-for-higher-vocational-education-under-the-background-of-internet/342124

Related Content

Web 2.0: Integration Model with Electronic Commerce

R. Todd Stephens (2011). *Business Organizations and Collaborative Web: Practices, Strategies and Patterns* (pp. 18-30).

www.irma-international.org/chapter/web-integration-model-electronic-commerce/54045

SME E-Cooperation: A Theoretical Team Contract Analysis Under Hidden Information

María Verónica Alderete (2012). *International Journal of e-Collaboration* (pp. 53-64).

www.irma-international.org/article/sme-cooperation-theoretical-team-contract/61405

Listserv Implementation and Sense of Community: The Relationships with Increased Knowledge and Face-to-Face Interaction

Anita Blanchard (2006). *International Journal of e-Collaboration* (pp. 27-45).

www.irma-international.org/article/listserv-implementation-sense-community/1942

Narrative Reasoning

(2012). *Approaches for Community Decision Making and Collective Reasoning: Knowledge Technology Support* (pp. 144-178).

www.irma-international.org/chapter/narrative-reasoning/67325

Cognitive Tools for Group Decision Making: The Repertory Grid Approach Revisited

Marco Castellani (2011). *Technologies for Supporting Reasoning Communities and Collaborative Decision Making: Cooperative Approaches* (pp. 172-192).

www.irma-international.org/chapter/cognitive-tools-group-decision-making/48247