

Research and Analysis of the Mixed Teaching of “Foreign Literature” Course Online and Offline

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Abstract: This paper firstly puts forward the core concept of online and offline blended first-class courses from the definition and concept of blended teaching and the design and conception of blended courses. Secondly, based on the textbook History of Foreign Literature, this paper explores the mixed teaching measures of “foreign literature” course online and offline, including the teaching concepts of ideology and politics in the course and guidance of learning output for reference.

Keywords: Foreign literature; Blended teaching; Measures; Core Concept

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Introduction

Under the background of the new liberal arts, college education and teaching should be based on the basic teaching concepts of “integrity and innovation” and “moral education and cultivating people”, to build high-quality blended teaching courses of “online” and “offline”, which is also an important proposition of college education reform. “Foreign Literature” is a nationwide comprehensive undergraduate education program, which aims to improve students’ cultural confidence and cross-cultural awareness. After carrying out blended teaching by combining relevant MOOCS resources, it not only expands students’ learning horizon, but also introduces innovative and effective teaching methods by combining virtual space and physical space. It really creates the “online” and “offline” compound quality courses that meet the needs of students and conform to Chinese characteristics, which can promote the improvement of the training quality of Chinese literature professionals.

1. Core concept of blended online and offline first-class courses

1.1 Definition and concept of mixed teaching

Mixed teaching means that, on the basis of traditional classroom teaching, the advantages of the network platform can be utilized to highlight the specific performance of online learning in the actual teaching process, highlight the leading role of teachers and the initiative of students, and then combine the maximum advantages of the two to ensure good teaching effects [1]. The 2019 Horizon Report (Higher Education Edition) points out that in recent years, the trend of global higher education is to mix online and offline teaching model. It can be seen from the research of various universities that for students, blended teaching can not only improve their ability and efficiency of independent learning, but also make use of many excellent online learning resources and online teaching platforms to improve students’ learning effectiveness, and improve their ability of teamwork in the process of online mutual help. As

for the education ecosystem, mixed teaching has attracted widespread attention in European and American universities, and many Chinese scholars regard it as the “new normal of education”.

1.2 Design and conception of hybrid courses

In November 2018, the Ministry of Education put forward the standard of “advanced class”, “innovation” and “challenge” to construct “gender level”. Starting from this standard, the construction of blended curriculum standards in colleges and universities should be based on this standard as the basic idea, and it should be reflected in the course content and teaching methods.

First, in terms of teaching content, knowledge, ability and quality should be organically linked according to the purpose of education and the orientation of the course, so as to provide students with cutting-edge research results and increase the difficulty of teaching content.

Secondly, in terms of teaching methods, student-oriented and teacher-assisted, through the exploration, development and integration of excellent foreign literature resources at home and abroad, clear design requirements, content and objectives of online and offline teaching activities, so as to promote students’ literature output and improve the actual teaching quality on the whole.

2. Case study of mixed teaching of “Foreign Literature” course online and offline

2.1 Mixed teaching case based on curriculum ideological and political construction

2.1.1 Analysis on Ideological and Political Resources of Curriculum Mining -- History of Foreign Literature

(1) The source of Western civilization is Eastern civilization. The West may call it Ancient Greece, but the Greeks actually came out of the Eastern culture, which was influenced and inspired by Egyptian and Babylonian culture.

(2) The Eastern culture has a larger collectivity, while the Western culture has a more obvious individualism, which is largely due to the joint “shaping” effect of agricultural and commercial secondary civilizations [2].

(3) It is important to grasp the “unprecedented changes” and the thought of “a community with a shared future for mankind”. During the Renaissance, the West entered the track of rapid development; The West caught up with China around 1750, gradually forming a colony of the world, but eventually disintegrated. From this point of view, through the study of foreign literature, students can learn about the success and failure of the third world countries in the process of modernization after gaining national independence, especially on the road of industrialization, so that they have a deep understanding of the arduous process of China’s industrialization and the development achievements we have created today can be called the miracle of the world. This is of great significance for cultivating students’ open international vision .

2.1.2 Case class information

Teaching objective: To understand the cultural differences between Chinese and Western cultures and to evaluate them objectively.

Understanding the legend of “Achilles” and the story of “Yu the Great flood control”; Analysis of two kinds of legendary characters; Summarize two outstanding humanistic spirits: individualism and collectivism; Objectively evaluate the humanistic spirit of China and Western countries.

2.1.3 Implementation of blended teaching

(1) Before teaching: arrange tasks in “learning through”, let the students refer to the western and Chinese mythology and legend materials.

(2) At the beginning of class: group discussion on the legends of “Yu the Great Flood Control” and “Achilles”. And elect a representative to conclude. At the same time, teachers need to give evaluation; Team members can describe the role from the initial impression, and teachers need to make real-time comments; The teacher supplemented the story of Achilles in the Iliad, and emphasized it where the character’s personality was highlighted. Teachers and students can summarize the personality characteristics of the characters together. Teachers can guide students to complete the summary: Achilles (individualism spirit); Yu the Great Flood control (collectivism spirit); Guide students to evaluate collectivism and individualism from the current context.

(3) Class summary: Collectivism and individualism are the inevitable products of the development of agriculture and commodity economy, which cannot be judged from the perspective of race or even morality; Collectivism is not without value for the good of the individual, nor can individualism ignore the good of the group, especially in relation to the epidemic, which is evaluated dialectically.

(4) After class: complete the task of learning and answer questions offline for consolidation.

2.1.4 Analysis of teaching effect

(1) The blended teaching class based on online and offline allows students to complete the preview in class and actively participate in the discussion and summary to achieve the teaching objectives.

(2) The practical teaching process adopts the heuristic and open teaching method, and the students’ speaking ability is continuously enhanced, and they are able to conduct independent thinking activities.

(3) Through the analysis of two Chinese and Western cultural images with Chinese characteristics, Yu the Great and Achilles, students will have a deeper and more accurate understanding of collectivism and individualism.

2.2 Mixed teaching case based on output-oriented POA

“Output orientation” is a classroom teaching theory proposed by Professor Wen Qiufang on the basis of “output driven hypothesis” and “output driven - input - promotion hypothesis”. The following is based on the online teaching model and offline mixed teaching, combined with the example of the History of Foreign Literature, to elaborate the participation tasks of teachers and students in online and offline activities.

2.2.1 Division of teaching tasks

The teaching of the History of Foreign Literature should pay attention to the tradition, from the point to the surface, to build the whole frame; For online teaching, it is necessary to strengthen management and establish an effective supervision system. Teaching assistants and online discussion boards can be set up so that students can better complete their studies in class. At the same time, teachers should accurately grasp the trend of the new liberal arts reform, give full play to the advantages of the Ministry of Education, and make the “second classroom” play a greater role in teaching.

In the online autonomous learning stage, WRC (Watch-Read-Think) autonomous learning mode is adopted to enable students to analyze and discuss the MOOCS chapters “Appreciation of Western Literary Classics” and “Appreciation of Shakespeare’s Plays” before class. Follow up with video learning, online quizzes, and warm-up thinking. Based on MOOCs, students need to think about the problem.

2.2.2 Offline classroom teaching stage

In offline teaching, teachers can show new teaching designs based on MOOCS. Firstly, they conduct a review of old knowledge based on MOOCS, including pre-class tests and simple answers. Secondly, explain the important and difficult points and consolidate and improve them according to the points that have not been fully explored in the content of MOOCS. Finally, extend and expand the teaching activities to ensure that the classroom based on the teaching idea of output guidance, task-based teaching, cooperative teaching and other modes to achieve mixed foreign literature teaching goals.

Conclusion

The mixed teaching mode of Foreign Literature is analyzed from the practical level, which can create a real and authentic language learning environment for students and effectively mobilize their enthusiasm for learning. In addition, blended teaching can enhance the interaction between students and teachers, platforms and teaching resources, and enhance the participation and achievement of students. The analysis from the perspective of development, combined with the current background of The Times, can achieve the teaching objectives of the new liberal arts construction for the actual requirements of talent training, according to the professional teaching ability and concept of teachers, to ensure that students can accept high-quality learning resources, among which the support of the school is also a key link to improve the effectiveness of hybrid teaching model.

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About the Author:

Hua Zhao (1977.04-), female, Han, born in Hongtong, Shanxi Province. Her research interests include English Education, American and American Literature.