

The Practice Case of Online and Offline Blended Teaching in Universities

-- Taking the Course with "Mental Health Education in Primary and Secondary Schools" as an Example

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Abstract

This study took the course with the mental health education courses in primary and secondary schools as the object, and used the online and offline blended teaching mode to explore the online and offline blended teaching strategies for the field of mental health education in primary and secondary schools in colleges and universities, in order to provide effective practical reference for teaching reform of such courses.

Keywords

Mental Health Education in Primary and Secondary Schools; Online and Offline Blended Teaching; Teaching Practice.

1. Introduction

The current mental health education system in primary and secondary schools and the ability of professional teachers cannot meet the current needs of school mental health education (Xv Xiufen, 2019). The main reason for this phenomenon that is ostensibly a lack of teachers' professional competence, is that existing mental health teachers have not yet mastered or have never studied the course of mental health education in primary and secondary schools, which makes them less effective in conducting mental health education programs in primary and secondary schools.

After becoming a mental health teacher in primary or secondary schools, whether normal students majoring in psychology have the core quality and ability of mental health education in primary or secondary schools is mainly reflected in whether they can take mental health education courses well. Therefore, to learn the course of mental health Education of primary and secondary schools in the school is to lay a solid foundation for the implementation of the mental health education of primary and secondary schools in the future, and to promote the mental health education of primary and secondary schools.

2. Online and Offline Blended Teaching Model

The Online to Offline (O2O) blended model has become a new normal for teaching since the outbreak of COVID-19 pandemic (Norberg et al., 2011; Feng Xiaoying et al., 2021; Zhu Yonghai et al., 2014, 2020). It effectively connects the offline traditional classroom teaching mode with the Internet platform, and can realize the organic combination of online and offline teaching activities (He Kehang, 2004). Students can not only learn online through mobile terminals, but teachers can also use the network platform to implement teaching activities. Generally speaking,

the online and offline blended teaching mode can be divided into three main links: before class, during class and after class (Rao Feng, 2020).

3. A Case of Online and Offline Blended Teaching of Mental Health Education Courses in Primary and Secondary Schools

Taking the course of "Introduction to Mental Health Education in Primary and Secondary Schools" as an example, this study has continuously carried out reform and practice exploration in combination with the online and offline mixed teaching mode. This course has been offered for 3 semesters. The cumulative number of online course page views is 109,297, and the cumulative number of courses selected 214 people (Chen Jia, 2020). Based on the actual situation of students, the course adopts the online video course learning with the knowledge points of the teaching plan as the chronological order, and the completion of the task points as the assessment node, forming the self-learning before the class to complete the task points and ask questions, discussions and summaries; a closed-loop teaching model that deepens learning effects after class and promotes the transformation of teaching achievements.

3.1. Before Class: Build the Course Resources of "Mental Health Education in Primary and Secondary Schools" on the Learning Platform

First, according to the design of teaching content and teaching objectives, the course is divided into four modules, including: Module 1 "Overview of Mental Health Education Course", Module 2 "Mental Health Education Course Activity Design", Module 3 "Mental Health Education Teaching Process" and Module 4 "Implementation of Mental Health Education Curriculum".

Second, use the ChaoXing Learning network platform to build online teaching resources according to the above four module frameworks, including knowledge point micro-lecture videos in chapters under each module, PPT of the course, reference resources for recommended reading and extended reading. For example, in the first lecture content of the mental health education course overview in Module 1, the uploaded network resources include: knowledge point 1 "What is mental health education" micro-lecture video recorded by teachers in advance and recommended reading materials, the content involves "health and mental health", "Adolescents' psychological development characteristics and common problems" and other content, form the knowledge content before class, to ensure that students can study and review the prior knowledge based on their actual situation.

Finally, after each little knowledge is over, task points will be arranged in combination with background or knowledge points, in various forms, such as discussing "combined with your own experience, talk about what you think is mental health", or thinking questions, or chapters Tests, homework, etc. In a word, making full use of the online teaching platform to construct the teaching resources of the course is the first link of the online and offline teaching mode, which is beneficial for students to choose according to their own actual situation, and to study and review with emphasis.

3.2. In Class: Offline Lectures on Important and Difficult Points, Answering Questions, Discussions and Task Guidance

The course of "Mental Health Education in Primary and Secondary Schools" is a very practical course. In the course study, it is necessary to further design and practice the actual content on the basis of theoretical knowledge. Therefore, online resources can help students learn theoretical knowledge in advance, which can not only prevent teachers from spending a lot of time offline to explain theoretical parts, but also pay more attention to the important and difficult points of the course; questions generated during learning, organize students to further discuss and share, so as to promote students' thinking. For example, through online learning, students have already understood the content of the first lecture "Mental Health Education

Course Overview" in Module 1, and also have a preliminary impression of the mental health education teaching in primary and secondary schools. Based on the acquired knowledge, we further asked, "Combined with the "Report on the Development of Chinese National Mental Health" (2019-2020), we found that the detection rate of depression among Chinese adolescents in 2020 was 24.6%, of which severe depression was 7.4%. With the increase of grade, the detection rate of depression shows an upward trend (Fu Xiaolan et al., 2020). "What is the current predicament of the mental health curriculum in primary and secondary schools in my country? How can I become a qualified primary and secondary school mental health teacher?" Through the foreshadowing of online knowledge and the discussion of offline teaching, students can further think about knowledge and cultivate their independent learning and thinking ability.

3.3. After Class: Online and Offline Mode Guarantees the Combination of Process Evaluation and Multi-Dimensional Evaluation of Course Assessment

In the teaching process of this course, focus on student-centered and fully mobilize process learning. The course is divided into several groups according to the proportion of the number of students. In the teaching process, there will be not only tasks to be completed by individuals, but also tasks to be completed in groups. The evaluation method of this course is specifically expressed as:

1. Course evaluation methods are diversified, focusing on process evaluation

Including check-in, topic discussion, daily homework, chapter test, final homework and other forms.

2. The evaluation method is multi-dimensional, trying to evaluate the learning effect from the "four dimensions"

First, the thickness of students' online self-learning before class can be inspected through the completion of task points and non-task points on the learning platform. At the same time, the completion of task points and non-task points can be obtained through the learning platform, and the indicators are clear and objective;

Second, the depth of students' participation in offline classroom learning can be evaluated and inspected through students' classroom performance;

Third, the breadth of students' extended learning after class can be inspected through the after-school homework, discussion and other task points arranged on the learning platform;

Fourth, the persistence of students' learning throughout the semester. It can be inspected through indicators such as sign-in on the Learning Pass platform, classroom teacher roll call, and completion progress of students' task points.

3.4. After the Course: Attach Importance to the Transformation of Teaching Achievements, and Promote the Close Integration of Students' Learning Achievements and Internships

In order to continue the effect of learning, this course attaches importance to the transformation of teaching results. In addition to setting the final assessment homework, this course also explores the close combination of students' learning results and on-the-job practice.

4. Epilogue

Combined with the offline hybrid teaching model to explore the reform of mental health education curriculum in primary and secondary schools, students complete the course case writing process by completing group common tasks, individual tasks and class crossover to form a class teaching case base. This not only provides a rich library of teaching cases for future

students to enter teaching practice and internship; at the same time, it also provides rich case support for teachers to carry out teaching activities.

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