

Research on Online and Offline Mixed Teaching Mode of College Employment Guidance under the Background of Internet +

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Abstract: With the advent of the Internet plus era, the traditional university employment guidance teaching mode has not been applied to the employment guidance of modern college students. How to set up a scientific and reasonable employment guidance course is a problem to be solved in Colleges and universities. Therefore, starting from the actual demand of College Students' employment, this paper studies the mixed teaching mode of the university employment guidance line under the Internet plus background. This paper analyzes the Internet plus social and educational changes, and analyzes the shortcomings of the traditional employment guidance teaching mode. Choose the online and offline mixed teaching mode as a new teaching method, focus on the problems that should be avoided in the design of the online and offline teaching mode, so as to design the online and offline mixed teaching mode of university employment guidance, realize the mixed teaching by using the preview at the front of the class, the simulation of classroom recruitment and the discussion and communication after class, and optimize the strength of teachers and strengthen the interaction after class, Continuously improve the mixed teaching mode and improve the effectiveness of university employment guidance.

1. Introduction

“Internet +” is a new form after the integration of traditional industries and the Internet. Through integration and innovation, it not only changes the mode of social production, but also leads the new normal of innovation-driven development. Under the background of Internet +, colleges and universities have made positive changes in talent training. Some colleges and universities actively promote cooperative education, establish entrepreneurial training bases, and provide diversified teaching help for college students. In the actual teaching, according to the students' own development needs, constantly optimize students' employment ability.

With the rapid development of society, colleges and universities continue to expand enrollment, the proportion of college students enrollment is increasing year by year, resulting in college students face strong challenges in employment. Career guidance is a course offered by colleges and universities to plan students' career with market demand as the key point [1]. At present, many colleges and universities in the development of employment guidance courses focus on teaching students employment skills, to help students understand the social situation, has become a key plan of college employment guidance. Employment guidance courses can not only help students improve their employment competitiveness, but also improve their personal quality and promote the overall development of college students.

The combination of online and offline teaching mode is a new teaching method based on “Internet +”. Through the combination of online teaching and offline classroom teaching on the Internet, it can deepen students' impression on the course [2] and enable better communication between teachers and students. Many scholars have conducted researches on this. Such as Li Wei “Internet +” [3] research under the background of college English diversified mobile teaching mode, but the method focuses on online teaching of college English, does not apply to the employment guidance course, Xi Yi [4] research under the background of Internet + college students' innovative

undertaking education, but in this method will only online as auxiliary teaching, the key still lies in the line of classroom teaching.

Therefore, this paper studies the online and offline mixed teaching mode of college career guidance under the background of Internet +. Based on the “Internet +” background, the online and offline mixed career guidance courses are designed to enable students to have a deeper understanding of the connotation of career guidance courses, in order to help improve the employment ability of college students.

2. Literature Review and Hypothesis Presentation

2.1 Analysis of the Actual Connotation of “Internet +” Background

2.1.1 Definition of “Internet Plus”

A detailed definition of “Internet Plus” has been given in the Guidance of The State Council. The Internet can become an important means of providing public services and promote the rapid synergistic development of the Internet and the real economy, according to the guideline. It can be seen that “Internet Plus” can help further deepen economic and social development and make interconnection the core means of production and services in different fields[5].

In the field of teaching, computer-assisted teaching can be transformed into Internet-assisted teaching, and Internet technology can be constantly used to deeply integrate the traditional teaching model with the Internet teaching model, forming a new teaching method. The Internet has become a central tool in teaching.

2.1.2 “Internet Plus” is the New Direction of Educational Technology Development

In the current teaching process, different universities use modern information technology teaching level is not consistent. Therefore, the teaching informatization reform can be divided into different stages. In the initial stage, teachers can use teaching materials on the Internet in the lesson preparation stage and do not use Internet technology in classroom teaching, which is called computer-assisted instruction [6]. After that, Internet technology can be simply used in the teaching process, teaching videos can be played on the Internet in class, classroom assignments can also be collected through the Internet platform, that is, auxiliary teaching can be completed through the Internet; When Internet technology develops to a certain level, Internet technology can be used extensively in the teaching process, students' learning progress can be analyzed through big data, experts can be invited to on-site interactive teaching by remote end, and personalized teaching can be made for different students, so as to fully realize the use of “Internet plus”.

2.2 Analysis of Current Situation of Employment Guidance Teaching for College Students

2.2.1 Pay Too Much Attention to Indoctrination Teaching and Neglect Practical Content

College students' employment guidance is a comprehensive course, which involves many subjects, including not only social subjects, but also professional knowledge subjects. Therefore, college students' employment guidance course has high practicality and timeliness. In teaching, teachers must guarantee the teaching content to keep pace with The Times, so as to provide comprehensive teaching quality. Therefore, when teaching, teachers should have rich teaching experience and guide students to think and perceive knowledge content, so as to cultivate the thinking ability of college students and make students fully use of professional knowledge[7,8], so as to select industries more suitable for students. But some colleges and universities career guidance in the teaching process, teachers are still too much pay attention to the teaching of vocational guidance theory knowledge, through the infusion form delivering content to all students, and for the current social employment situation and status, the part of the teacher is not a detailed analysis, causes students to choose wrong industry for the future, lead to college students' employment guidance course did not give students more help.

2.2.2 Too Much Emphasis on Generic Education and Too Little Emphasis on Differentiated Education

Although the current employment guidance teaching has gone through several reforms, but there is still a current formulation, unification and other issues, make the college students are more personalized education, and is not very important because the university employment guidance course, part of the college students' understanding of the course is not enough in-depth, and for each student's individual difference is not reasonable attention [9], Teachers through the same teaching task and teaching links, professor unified knowledge to students, lead to part of the study result not ideal students cannot follow the teaching process, and there are different due to the students, teachers adopt the unified teaching way, cannot effectively guide students to effective planning students future employment direction, students can only obtain employment guidance theory knowledge, The direction of employment is more confused.

2.2.3 Students Have a Low Sense of Identity to Career Guidance Courses

In the west countries have more employment guidance courses in high school students, and because of the employment guidance course closer to comprehension, the domestic most of the students can only accept the employment guidance education in university, and in daily learning in university, specialized courses of higher [10], employment guidance course is often thought to be is not important, As a result, some teachers do not pay attention to the teaching quality of this course, which leads to low satisfaction of students in class and poor teaching effect.

2.3 Composition and Existing Problems of Online and Offline Mixed Teaching Mode

2.3.1 Composition Structure of Mixed Teaching Mode

The blended teaching mode is mainly composed of three parts, namely, pre-class, in-class and after-class. Table 1 shows the composition structure of the blended teaching.

Table 1 Composition Structure Of Blended Teaching

Mixed teaching model main body	Teacher	Students
Preview online before class	Design teaching syllabus, arrange knowledge points in detail, make online teaching videos and PPT, etc	Complete the learning content, watch the teaching video and learn the knowledge points in the PPT
Offline teaching in class	Analyze cases, explain professional problems and answer questions	Ask questions and write notes in class
Review the lesson at the end of the class	Summarize the teaching content and give personalized guidance to students with different personalities	Review the knowledge

2.3.2 Problems Existing in the Online and Offline Hybrid Teaching Mode

Students' enthusiasm for online learning needs to be improved

Due to the diversity of college students, students' learning ability is also different. At the same time, there are also differences in students' self-management ability. Some students are not adapted to online learning. When they learn, they do not pay attention to the online teaching content and only study the classroom knowledge. Part of the teacher's teaching method is unitary[11,12], while in the online teaching by adopting the method of the non-computer majors, not reasonable use Internet + teaching means, and guide students to correctly understand the employment direction, so that the students are not interested in online teaching content, at the same time, because of the online teaching platform will malfunction and the network is not stable, so that the students in the online learning by certain, Unable to make full use of the learning platform effectively, students' enthusiasm for learning declines, and the teaching effect is affected to some extent.

(1) Insufficient integration of online and offline teaching

At present, there are many kinds of online and offline integrated classes, but there are still some deficiencies in in-depth teaching mode, and the participation rate between different universities and

teachers is not high. Some teachers regard the online classroom as an extension of the traditional classroom and only extend the teaching content in the online teaching platform [13]. However, there is still a lack of connection between offline classroom and online, and the integration of online and offline teaching content is poor, which leads to the disconnection of teaching content.

At the same time, some colleges and universities do not choose a good platform when carrying out the offline and offline mixed teaching mode. As a result, the teaching effect is limited by the network environment or platform, and teachers cannot give full play to it. As a result, the mixed teaching lacks overall planning.

2.3.3 Problems That Should Be Paid Attention to When Designing Mixed Teaching Mode

In the context of Internet +, the following issues need to be paid attention to in order to design the online and offline mixed teaching classes of student employment guidance:

(1) Resource construction

a) Knowledge system should be designed based on social change

Due to the rapid development of society, the employment demand of different industries changes very rapidly. When deciding the direction of employment guidance, teachers need to make detailed design and planning for the future development of students in accordance with the changes of different industries in time.

b) Strengthen classroom support resources

Career guidance courses cannot be realized only through classroom teaching. Since students need to obtain relevant jobs through realistic enterprise recruitment in the future, teachers can actively expand employment resources and provide students with various choices.

c) Design novel classroom activities

(1) Under the background of the Internet era, most communication between students and teachers is completed through the Internet, which leads to the decline of students' expression ability. Teachers can increase interaction with students in class, so that students can have higher enthusiasm to participate in the class.

(2) Teacher training

Fully train teachers to use the online platform to release learning tasks. Only when teachers fully master the teaching methods of the online platform can teachers actively innovate teaching theories and provide diversified teaching guidance for students.

(3) Determine the degree of online and offline mixed teaching

The boundary between online and offline teaching should be clearly analyzed. For the content suitable for classroom teaching, teachers should not teach online, and for the content suitable for online teaching, teachers should try their best to put it on the teaching platform, so that students can use after-class time to learn.

3. Design of Online and Offline Mixed Teaching Mode for College Employment Guidance under the Background of Internet +

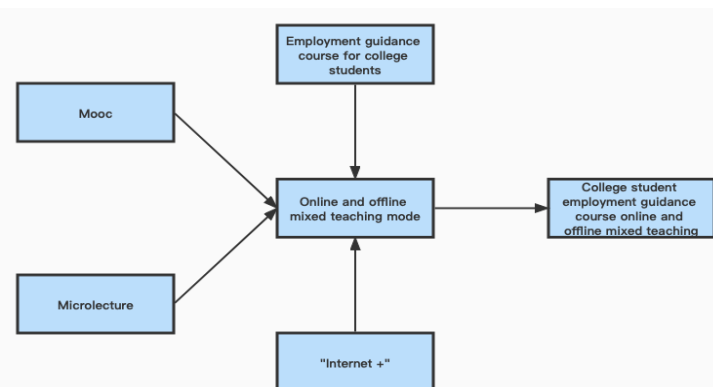


Fig.1 Analysis of Teaching Mode

This paper carries out a detailed design of online and offline mixed teaching mode for college students' employment guidance course, analyzes relevant theories of the mixed teaching mode, selects appropriate teaching platform, and realizes the overall teaching program. The specific form is shown in Figure 1.

3.1 Build the Online and Offline Mixed Teaching Mode

Because the traditional teaching model has some problems, and the existing online and offline mixed teaching model can not meet the teaching needs. Therefore, it is necessary to introduce "Internet +" into the online and offline mixed teaching mode to supplement the traditional college students' employment guidance courses and improve the teaching level of colleges and universities in this way. In view of the above mentioned problems, this paper studies the online and offline mixed teaching mode of college students' employment guidance course and designs the following three-step teaching process.

(1) Online stage before class

Nowadays, it is common for students to use computers and mobile phones. Therefore, this paper chooses MOOCs and micro courses as the main online teaching methods to design the knowledge base of college career guidance course materials. According to the national employment guidance policy and enterprise employment demand questionnaire and other contents, determine the classroom content; Reasonable use of different online platforms for different directions. Exist in the lesson for the more high-quality goods curriculum resources, can provide effective preparation for students' knowledge, emphasis on micro class, using range in the mobile terminal, more suitable for the fragmentation of knowledge content, the teacher may according to the characteristics of different platforms in micro class upload time short short video teaching content, using mobile phones to get students to use spare time to study, at the same time, Teachers can also upload relevant discussion questions of college students' employment guidance courses to micro classes, so that students can fully master the class content before class. They can also use the sign-in method to promote students' online participation.

(2) In class

Classroom is the key place for communication between students and teachers, due to the limited class hours. Therefore, make full use of every minute. During the class, teachers can focus on comprehensive planning of students' employment direction, explain the future development of different industries, and provide comprehensive employment guidance for students. At the same time, students can be divided into different groups in class to simulate the recruitment interview scenarios of enterprises. Students can choose different industries to conduct mock interviews, so that students can find their own problems in the interview process [14] and find the direction of their future development. Also can carry on the discussion in the class, strengthens the student's classroom enthusiasm, relieves the student employment escape psychology. At the same time, it can also analyze the employment significance of college students according to the actual situation, strengthen the basic professional quality of students, so that students can improve their own moral level.

(3) Online stage after class

After completing classroom teaching, teachers can publish core knowledge points and teaching summaries online, as well as changes in employment environment. In view of college students' employment guidance courses, students have different understanding directions. In traditional education, college students' employment guidance courses can only be guided as general theory courses, and students can only passively accept written knowledge, and have relatively little understanding of social environment and employment situation of enterprises. Through the design of online and offline mixed teaching mode, students' problems in daily learning can be solved. Through online feedback, teachers can obtain the doubts of each student about employment and their understanding of this course, so as to conduct personality analysis for different students, so that students can find their direction in the future employment process. In this way, teachers' teaching level can be effectively improved.

Fig.2 Shows the Specific Scheme of the Online and Offline Mixed Teaching Mode of College Career Guidance Courses under the Background of Internet +:

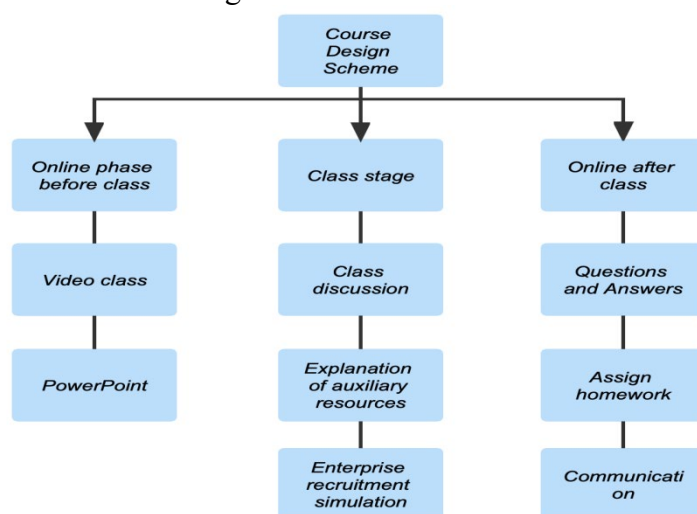


Fig.2 Online and Offline Teaching Mode Design of “Internet +” Employment Guidance

In Figure 2, students obtain employment guidance videos, PPT and other Internet content in the online stage before class of the first stage, and analyze their employment interest based on micro-videos. Use the second in-class stage to conduct class discussions and ask teachers questions related to employment; In the online stage of the third stage, students can listen to teachers' questions and answer their doubts, and actively communicate with teachers after class.

3.2 Optimization of Online and Offline Mixed Teaching Mode

(1)Optimize the faculty

With the advent of “Internet +” era, college students' employment guidance courses have undergone earth-shaking changes. Under this condition, it is necessary for college teachers to change in time, improve their own defects, strengthen their information technology literacy, and effectively use “Internet +” to guide the employment of college students through continuous learning. At the same time, colleges and universities can provide regular training for teachers, provide opportunities for teachers to study outside and enhance their knowledge level. Teachers can also use the Internet platform to learn knowledge and provide higher teaching level for college students by constantly improving themselves. Colleges and universities can invite senior management and experts of social enterprises to provide reasonable employment guidance for students according to their majors [15], strengthen students' understanding of employment guidance courses, and actively promote school-enterprise cooperation to provide more jobs for students.

(2)Strengthen interaction after class

After the graduation of college students' employment guidance course, teachers can use the teaching platform to keep in touch with students all the time. Students can consult teachers when they encounter problems in the employment stage, and teachers can also provide timely guidance for students when they are employed. At the same time, after graduation, students can also serve as employment propaganda staff to provide employment direction for the next students, realizing a virtuous circle. In the traditional teaching mode, these exchanges cannot be realized, but the “Internet +” online and offline teaching mode can quickly realize the communication between students and teachers.

Compared with traditional teaching methods, “Internet +” online and offline teaching can extend the front-end and back-end of teaching as a whole, and also effectively expand teaching resources, so that students can obtain more comprehensive employment information. Through Internet technology, students can broaden their knowledge and depth of thought, but also help teachers comprehensively obtain students' understanding of employment, and give corresponding guidance in time.

4. Conclusion

This paper studies the online and offline mixed teaching mode of college career guidance under the background of Internet +, and designs courses based on the “Internet +” background, so that students can obtain more comprehensive employment information through career guidance courses, and ensure that students can achieve better employment in the future. At the same time, the online and offline mixed teaching mode is used to strengthen the communication between students and teachers and solve the employment problems of students.

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