

Research on Online and Offline Blended Teaching Design and Model Construction of Sino-Australia TAFE Courses

Shengliang Xie^{1, a}, Xiaoyun Huang^{1, a}

¹Guangdong Mechanical and Electrical Polytechnic, Guangzhou 510515, China

^a2010010041@gdmec.edu.cn

Abstract. This study takes the TAFE course teaching in Sino-Australia cooperation as a research case, relies on the Chaoxing platform and MOODLE and other related computer-based online teaching platforms, discusses the design scheme of online and offline integrated TAFE course teaching activities from the three stages of pre-class, in-class and post-class, and explores the construction of a hybrid teaching mode of online and offline integration of Chinese and Australian TAFE courses through the practice of online and offline blended teaching reform, especially overseas computer-based online teaching, so as to improve the teaching quality of TAFE courses, and to ensure the effectiveness of China-Australia cooperation in internationalizing education.

Keywords: Sino-Australia; TAFE courses: online and offline: blended teaching.

1. TAFE course teaching background and current situation

In 2005, our school officially enrolled students in the Sino Australian TAFE program, which was jointly run by our school and the North Sydney College in Australia,

There are 2-3 classes per year, with a total of 200-300 students on campus. The main focus is to cultivate mid to senior applied talents who can engage in tourism development, service, and management in export-oriented enterprises. Through international cooperation in education, joint construction and management, joint development of talent development plans, joint development of TAFE courses, and joint teaching, both China and Australia have achieved dual diplomas for students upon graduation. After more than ten years of development and accumulation, we have trained over a thousand graduates for society, of which dozens of outstanding graduates have been absorbed by the Australian side to continue their studies in Australia.

The teaching of TAFE courses between China and Australia is jointly undertaken by both parties. The Australian side regularly sends people to our school for on-site teaching every semester, ranging from weeks to months, and participates in all aspects of talent cultivation and teaching for students in this major. Since 2020, due to the sudden impact of the COVID-19, the teaching of Sino Australian TAFE courses has been blocked, which poses challenges to Sino Australian cooperation in running schools. Our school promptly introduces the Super Star Smart Campus Network Teaching Platform (referred to as the Super Star Platform, with the mobile end being the Super Star Learning Connect) and other computer-based online teaching platforms based on actual situations. Some of the TAFE courses in China and Australia are also launched on the Super Star Platform, where Chinese teachers teach and assist in WeChat and QQ group teaching exchanges; However, a considerable portion of TAFE courses are taught by teachers from the North Sydney College in Australia, involving overseas computer-based online teaching across continents and seas. Due to various reasons such as language and network environment, Australian teachers mainly use Australian platforms such as MOODLE to teach and assist in teaching communication using software such as ZOOM. Therefore, it is very necessary for both China and Australia to work together in the context of the rapid development and maturity of educational information technology. Through the joint efforts of Chinese and Australian universities, combined with the characteristics of TAFE courses and students, relying on computer-based online teaching platforms and innovative teaching models, carry out research on online and offline hybrid teaching of TAFE courses, explore the experience of computer-based online teaching practice at home and abroad, and overcome the challenges of time and space distance, network environment, language The

differences in social habits and other aspects require the construction of a suitable online and offline blended teaching model to meet the needs of TAFE professional curriculum teaching, ensure the normal operation of Sino Australian cooperation in international education, and safeguard and enhance the international influence of the school.

2. Research on blended teaching activities and content design for TAFE courses

This section mainly relies on the discussion between the Superstar platform and the MOODLE platform. Teaching design is an important part of the entire teaching process. We divide the TAFE course into three stages based on the actual situation for teaching activities and content design: pre class, in class, and post class (Sun Yinghao, 2022), with different teaching methods emphasized in different stages. The three are both relatively independent and interrelated. Before class, students use the platform for online preview, during class, teachers use the platform for offline teaching, and after class, students use the platform for online homework consolidation to explore the construction of a hybrid teaching model that integrates online and offline.

The following are the experimental platforms and auxiliary tools for computer-based online teaching using the Superstar platform and MOODLE platform. Based on the original traditional teaching mode and taking the TAFE course of our school as an example, in the design plan, we will combine the functional characteristics of the Superstar platform or MOODLE platform to explore in depth the teaching process, teaching resources, teaching environment, and other aspects, Conduct a detailed discussion on the design and solution of blended teaching for TAFE courses based on the online and offline integration of this computer-based online teaching platform.

2.1 Exploration of Online and Offline Hybrid Teaching Design Based on Superstar Platform

The Super Star platform has powerful functions and has become the main computer-based online teaching platform for TAFE courses in our school since the epidemic in 2020, widely used in many universities. The homepage of the platform's course portal mainly includes 8 major modules, such as activities, statistics, exams, discussions, etc. Computer-based online teaching can be directly uploaded and expanded on the homepage, and live streaming can be conducted in a personal live room. The course module is fully functional, and teachers and students can carry out comprehensive computer-based online teaching activities, including assignments, quizzes, notifications, Q&A, discussions, materials, evaluations, etc. in the course module. Therefore, we can use this platform for computer-based online teaching and integrate it with offline teaching to explore the reform of blended teaching with online and offline integration.

2.1.1 Pre-class preview stage

In the pre-class stage, TAFE teachers analyze the basic situation of students in this class, clarify the teaching objectives and content of this chapter, and complete the teaching design and plan for this stage offline based on the characteristics of TAFE courses. Then the teacher will prepare the preview materials prepared at the front line of the class, set progress goals, and publish them online to guide students in pre class preview. The preview content can be in various forms. Students can independently preview and preliminarily grasp the classroom teaching content and objectives of this TAFE lesson based on the preview tasks pushed by the teacher, and understand the overall structure of the lesson content. For example, the Superstar platform can provide audio and video, or PowerPoint text insertion functions, and teachers can customize micro lesson videos, screen recording, audio, PowerPoint, and other uploads. Students can independently choose to learn, watch, and browse materials based on their actual situation, and actively process pre-class knowledge (Zhou Xujun, 2017). When it is difficult to understand or have questions about knowledge points, students can watch or learn repeatedly through the platform, and can also directly communicate and discuss with teachers or classmates on the Super Star platform or other social media platforms such as WeChat. If time and space conditions permit, students can also independently complete tasks online and offline after receiving them, including pre class tasks that must be completed offline,

such as on-site tour guides mentioned above. After offline completion, they can be made into audio, video, and other materials and submitted online, forming a mixed online and offline mode. After students complete the preview of the relevant TAFE course chapters, teachers can check the students' completion status online anytime and anywhere through the Super Star Learning mobile phone, understand the students' preview status and problem feedback, and carefully arrange classroom teaching plans and design teaching activities to make teaching more purposeful and planned. In summary, this stage mainly adopts computer-based online mode, combining real-time offline methods as needed, and completing it through task driven and student autonomous learning methods, improving teaching efficiency and ensuring teaching quality.

2.1.2 In-class teaching stage

During the in class stage, teachers mainly rely on the Superstar platform to carry out offline classroom teaching in the classroom. It is worth noting that this is based on the offline teaching carried out by the Superstar teaching platform, which is actually a hybrid teaching method that combines online and offline. When conditions permit, teachers and students can teach together, and teachers can use functions such as notification, check-in, answering, and even PPT content playback on the Super Star platform to cooperate with offline on-site classroom teaching. At this time, offline classroom teaching is basically the same as traditional classroom teaching. After the teaching begins, the teacher first opens the preview materials for this chapter of the TAFE course online through the Super Star platform (which can also be opened through a USB flash drive on the computer, without further discussion), guiding students to review old knowledge and summarize the preview content. At this time, teachers and students can interact face-to-face in the classroom (including computer-based online interaction through platform functions) to address any doubts arising during the pre class preview stage. Subsequently, a new lesson will be taught, fully utilizing the Super Star platform's support for displaying course chapters. The content of this lesson will be opened, and the teacher will teach the key points, difficulties, and supplementary knowledge of this lesson one by one. During this period, if there are any questions, students can directly raise their hands to ask questions; Students who do not like to express themselves directly can also post questions through the class group communication function of the Superstar platform, and teachers can consult and answer and solve them in class. After the lecture is completed, the teacher will release the practice tasks for this lesson, and students will deepen their understanding of tourism knowledge through a certain amount of TAFE classroom content practice. The tasks are presented to students online through Super Star Learning, and students practice through autonomous learning or group collaboration through mobile terminals (Wu Wenjuan, 2021). TAFE classroom emphasizes student group collaboration and presentation activities, which are usually completed through student group presentations on stage. Teachers observe and guide group activities on site, and conduct evaluations or ask for mutual evaluation between groups. Before the end of the class, the teacher will summarize the lesson, focusing on reviewing and organizing the content of the lesson and connecting knowledge. At the same time, students should be invited to summarize themselves, identify and fill in any gaps, and consolidate the classroom content. But as mentioned earlier, when conditions such as the epidemic and time and space distance do not allow teachers and students to gather together, teachers can only use forms such as live streaming and screen recording to carry out computer-based online teaching, and the proportion of offline teaching is correspondingly reduced. If activities that must be carried out offline require on-site group cooperation activities, they can be supplemented when conditions permit. However, overall, the above process has formed a mixed online and offline teaching in this stage, and the methods are flexible and flexible, It has practical operability.

2.1.3 Post-class consolidation stage

After the classroom teaching is completed, the teacher will edit and publish the homework based on the classroom content through the Super Star platform. Students complete the submission online, and teachers provide computer-based online correction and answer analysis. Students should check

and understand their own problems at any time, reflect and summarize in a timely manner, and review and consolidate their weaknesses. If students have any doubts, they can consult online through the platform and interact with teachers and students online to answer questions (Wu Lingjuan, Zhang Delu, 2019), effectively solving the problems of complete teaching, difficult to find teachers, and difficult to meet teachers and students under the current university classroom teaching mode. Of course, as mentioned earlier, this stage mainly adopts computer-based online mode, but some practical training courses and practical content of TAFE courses, such as tour guides and hotel catering practical operations, generally still adopt on-site completion mode. Considering the practical effect of computer-based online monitoring, serious teaching activities such as the final exam are still mainly conducted offline and obtained through online review of grades. However, overall, a hybrid model with online as the main approach and offline as the secondary approach has been formed at this stage.

2.2 Exploration of Online and Offline Hybrid Teaching Design Based on MOODLE Platform

MOODLE is a foreign computer-based online teaching and learning system platform with powerful functions, strong compatibility, and ease of use, available in both mobile and computer web versions. This platform is widely used as an computer-based online teaching platform in foreign universities, but it is not widely used in China. The MOODLE platform has a simple interface and is open and open-source. Users can adjust the interface and add or remove content as needed, making it more flexible. The main functional modules include course management, homework, chat, forums, quizzes, resources, questionnaire surveys, interactive evaluations, etc. By relying on the MOODLE platform, various online teaching activities such as teaching, homework, exams, course preparation and review, downloading course handouts and learning materials, etc. can be completed. Conference software such as ZOOM can also be embedded through links to carry out live teaching, recorded teaching, etc., which is open and convenient.

Due to the adoption of the MOODLE online teaching platform by the Australian side, foreign teachers carry out overseas computer-based online teaching through this platform. Therefore, this section focuses on overcoming the limitations of spatial distance, exploring the ways of overseas online teaching for TAFE courses, and the methods of constructing a mixed online and offline teaching mode for overseas courses. Overseas computer-based online teaching forms mainly include three or several mixed forms: regular online teaching, synchronous live teaching, and recorded teaching. The main channels are as follows: Australian schools upload teaching and training packages and other relevant teaching materials to their teaching platform MOODLE for teaching, and the Chinese side applies for network access, arranges full-time teaching teachers of the college to serve as teaching assistants to organize and guide students to register on the VPN network platform and explain the use of the platform; Students log in to the platform through their accounts to learn, complete teaching tasks, and submit assignments on the platform.

The Chinese side strengthens the management of online classes for domestic students, requiring them to attend classes in a centralized manner in the classroom, implement online and offline attendance registration, and assist Australian teachers in establishing learning groups on WeChat and other platforms to facilitate instant communication and tutoring. The Australian teachers live in Sydney and provide real-time teaching, with a time difference of 2 hours between Sydney and Guangzhou. Both parties have agreed to focus on students and teach according to Beijing time and our school schedule. Computer-based online teaching fully utilizes the high-quality online course resources of TAFE College in Sydney. Generally, TAFE foreign teachers mainly focus on online text narration, synchronous live streaming, and recording of key and difficult points. Chinese teaching assistants assist students in providing teaching feedback on pre class preparation, in class interactive discussions, post class Q&A tutoring, and homework completion through the MOODLE platform or WeChat, Skype, email, and other communication methods, Effectively ensuring the smooth implementation of online teaching work. Below, specific discussions will also be conducted from three teaching stages: pre class, during class, and post class.

2.2.1 Pre-class preparation is the key to implementing computer-based online teaching overseas.

Because it is an overseas online teaching, insufficient pre class preparation will cause confusion and even inability to implement. In a broad sense, pre class preparation also includes the provision, testing, and improvement of teaching basic supporting conditions such as teaching equipment, network environment, teaching platform, system software, etc. It is a prerequisite for ensuring the implementation of teaching, and schools can increase investment to solve it. We have discussed this in our research report and will not elaborate on it here. What is discussed here is the preparation that relevant teachers and students need to make before class.

From this perspective, in the pre class stage, according to the requirements of Sino Australian cooperative education, Australian teachers should analyze the teaching content of this chapter in depth according to the Australian curriculum standards and syllabus requirements, identify the teaching focus and difficulties, and prepare overall teaching design and materials. At the same time, teachers set preview tasks for students based on lesson preparation, which can be specific to a certain problem, in order to guide students to independently preview new lessons. This teaching preparation is usually completed by teachers offline, but it is clearly also part of a blended online and offline teaching approach. Subsequently, foreign teachers publicly released pre class preview materials to students online through the MOODLE platform, mainly in the form of text materials, short videos, web browsing, etc. The specific content includes text explanations of some TAFE classroom content, main knowledge points taught in the pre class, or some pre class tourism knowledge warm-up questions, etc. Students complete the preview tasks according to the teacher's preview requirements in terms of time and mode. If you have any questions, students can also ask or leave messages on the platform at any time.

2.2.2 Organizing teaching during class is the main stage of overseas online teaching.

There are significant spatiotemporal differences between Australia and China, including cross continent and sea crossings, differences in software technology, network platforms, and issues such as time differences, which pose challenges to computer-based online teaching.

Firstly, based on the consultation and research between Chinese and Australian universities, in accordance with the wishes of Australian teachers and the social and cultural habits of the Australian side, Australian teachers can rely on the MOODLE platform and other methods to carry out classroom teaching, such as regular online teaching, synchronous live streaming, and recorded broadcasting. The main form of online synchronous live streaming teaching is to create corresponding teaching scenarios, assign teaching tasks, and carry out teaching activities according to the computer-based online teaching environment. During this period, foreign teachers taught in English throughout the entire process. Due to the weak English foundation of our students, relevant professional teachers were appointed as teaching assistants as needed to assist in teaching, solving the problem of language barriers and ensuring teaching effectiveness; In combination with the fact that the time difference of China is 2 hours earlier than that of Australia, we have basically solved the problem of Jet lag by uniformly referring to Beijing time and teaching according to our school timetable;

Secondly, MOODLE is a relatively open source platform. To start a live class, teachers only need to click on the weekly online link section of MOODLE, and the link is embedded in ZOOM and other direct links.

Finally, taking TAFE extracurricular teaching online synchronous live streaming as an example, teachers use ZOOM software to directly teach chapter content on the MOODLE platform, or directly open PowerPoint courseware on the computer. Based on students' preview situation, they guide the review of old knowledge or relevant content from the previous class, and then import new lesson content. Classroom teaching activities are organized by initiating questions and discussions. During live streaming, Australian teachers usually activate the barrage function according to teaching needs. Through the barrage, teachers and students interact in real-time, and students provide real-time feedback on classroom knowledge and teaching content. Teachers can use

emojicons and other functions to encourage students and activate the atmosphere. Teachers provide targeted and focused explanations for common questions raised by students, key and difficult points in new courses, or content with many questions. At the same time, the teacher also released timed exercises in class, including discussion questions, Multiple choice, and blank filling questions. After the students answer the questions, the teacher can view and count the answer situation on MOODLE, understand the students' mastery of the classroom content, and adjust the teaching progress in real time. If some students have doubts, Australian teachers will provide separate online tutoring after class or ask Chinese teaching assistants for direct guidance offline. Subsequently, the teacher will summarize the classroom teaching situation and students' performance in this section, assign homework after class, and complete the teaching.

2.2.3 Summary after class.

After the computer-based online live teaching is completed, ordinary online teaching methods are generally used after class. Teachers release after-school assignments or test exercises through the platform based on the teaching situation, while students submit assignments through the platform, verify answers, and check teacher feedback.

Due to the powerful data function of the MOODLE platform, which records students' login and stay time, classroom interaction data, etc., teachers provide targeted feedback or guidance on students' learning situation through the evaluation of homework, quizzes, classroom activities, and other modules, and conduct comprehensive evaluations. This enables students to continuously summarize, reflect, self correct after class, and identify areas where they need to strengthen and consolidate themselves. For common homework errors and common problems, teachers should promptly sort and summarize them, organize answers, and orderly publish them on the MOODLE platform forum and other columns for sharing, for students to review, consolidate, and consult. At this point, overseas online teaching has basically ended. If there are some teaching activities that cannot be completed online, such as catering exercises, on-site tour guides, and other internship and training activities, teachers require students to complete them through offline operations and online submission after class. Sometimes important teaching materials, such as original textbooks, need to be transmitted, and teaching materials need to be archived and saved, which are completed through offline mail after class.

Therefore, when the epidemic or objective conditions do not allow, the overseas teaching of TAFE courses is basically more than 90% of the entire computer-based online teaching process, supplemented by a small amount of necessary offline teaching auxiliary activities.

In short, through the above model, Chinese and Australian universities, through mutual coordination, use Beijing time to teach according to our school schedule. Due to the actual two-hour time difference between China and Australia, except for the inconvenience of scheduling at night, there is basically no impact, overcoming the time difference limitation; Adopting commonly used platforms such as MOODLE by the Australian side, and registering and using the Chinese VPN network, ensuring smooth network access and normal use of the teaching platform, not only overcomes obstacles in time and space distance and network environment, but also respects the teaching habits of the Australian side; Foreign teachers teach in English, and we provide relevant teaching assistants to assist and guide students, while also addressing language barriers; As a result, the overseas online teaching of TAFE courses has overcome various differences and challenges such as spatial and temporal distance, network environment, language barriers, social and cultural habits, ensuring the smooth development of overseas online teaching and promoting the construction of a mixed online and offline teaching model.

3. Construction of a mixed online and offline teaching mode for both domestic and international students

Through in-depth analysis and exploration of blended teaching activities and designs based on the above platforms, we have solved the problem of blended teaching both domestically and

internationally, including overseas online teaching. We have clarified how to integrate online and offline teaching, as well as the proportion of online and offline teaching in each stage. Therefore, we have successfully constructed a blended teaching model that not only has overseas online teaching functions but also can integrate online and offline teaching. This provides a feasible way to improve the teaching quality of TAFE courses in China and Australia, as well as a reliable guarantee for talent cultivation in international education in China and Australia (as shown in figure 1).

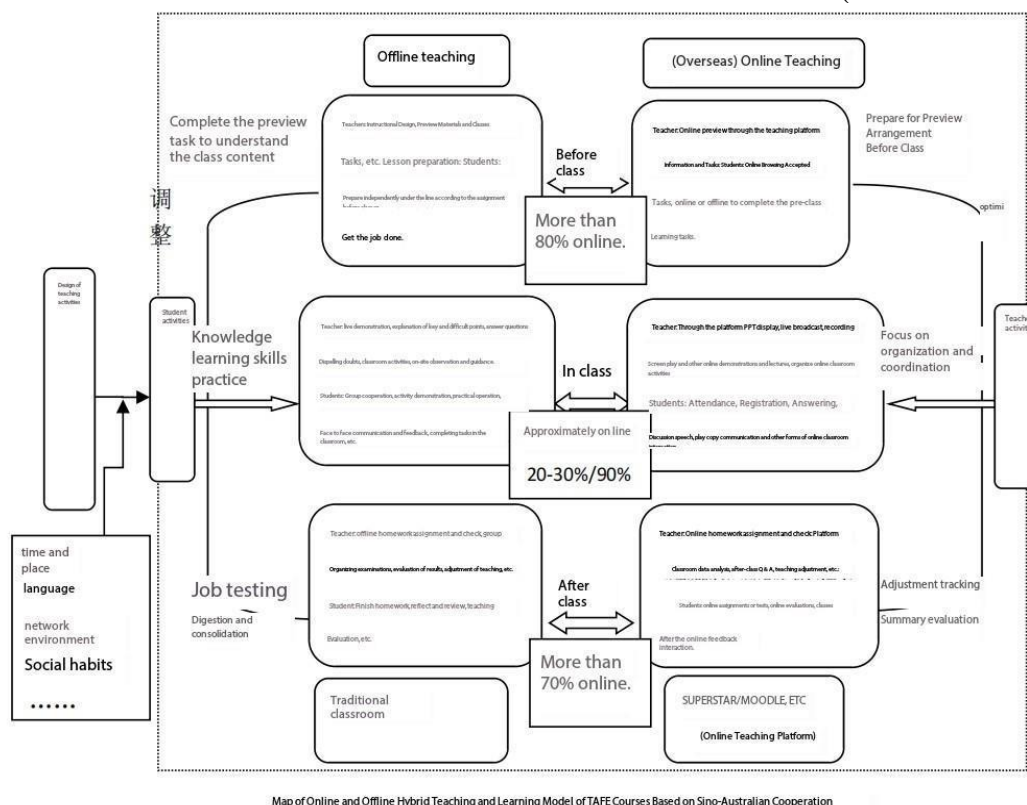


Fig. 1 Diagram of online and offline blended teaching mode for TAFE courses

As shown in the figure (Sun Yinghao, 2022), in the pre class stage, computer-based online preview teaching mode should be mainly adopted, with online teaching accounting for over 80% and moderately supplemented by offline completion mode, with a focus on using task driven and autonomous learning methods (Ding Chunrong, 2022). Teachers publish pre class preview materials and classroom task content on computer-based online teaching platforms such as Chaoxing Platform and MOODLE. Based on the characteristics of the task, teachers allow students to preview activities through the platform, watch online, and complete the task online. On the other hand, some tasks (such as English on-site tour guides, etc.) can also be viewed online, completed offline on-site, and then submitted online. So as to achieve seamless integration between online and offline, and perfect integration.

During the in class stage, teachers mainly rely on computer-based online platforms to carry out offline classroom teaching, supplemented by online teaching; But when conditions do not allow, the opposite is true. For example, during the epidemic or when overseas teaching is needed, computer-based online teaching should be the main approach (accounting for over 90%), and offline auxiliary teaching activities should be combined. Due to students conducting online or offline previews before class, teachers can focus on using a combination of question and answer methods and practice methods to enhance students' enthusiasm for classroom participation. After the classroom preview content is made clear to students in the pre class stage, the teacher can teach the classroom segment in this stage through Q&A, or according to the characteristics of the classroom content, students can engage in activities such as group cooperation and project exercises

to cultivate their teamwork and communication assistance abilities, making the classroom lively and interesting.

Once again, it is clear that this stage of teaching mainly relies on offline teaching carried out on computer-based online platforms such as Chaoxing. In fact, it is a blended teaching approach: teachers and students use the advantages of the platform to interact online, such as attendance check-in, answering questions, and discussing speeches. On the other hand, teachers' on-site demonstrations and students' on-site activities are organized offline in the classroom, achieving deep integration between online and offline activities. However, if time and space conditions do not allow, this stage mainly adopts the form of computer-based online teaching, such as overseas teaching or teaching during the epidemic period, and is moderately supplemented with offline auxiliary teaching activities to achieve a mixed online and offline teaching. Therefore, we believe that the proportion of online and offline teaching in this stage can be between 37% and 28%, with online teaching accounting for about 20% -30%. It is still mainly focused on offline teaching, fully leveraging the advantages of traditional offline teaching clustering effect. However, when time and space conditions do not allow, it can be flexibly adjusted to focus on online teaching and supplement offline, fully reflecting the flexibility and flexibility of hybrid teaching mode.

In the after-school stage, it is mainly achieved through computer-based online mode (accounting for over 70%), with a focus on using autonomous learning and discussion methods. Teachers conduct homework checks after class and organize students to self test or take exams. And based on classroom data generated by platforms such as Chaoxing, analyze students' mastery of classroom knowledge, and organize teaching evaluations, teaching discussions, etc., allowing teachers and students to fully communicate, exchange, and discuss, and teachers to adjust teaching in a timely manner. Of course, the teaching at this stage is mainly completed online, such as online assignments, online exams, online evaluations, etc., supplemented by offline modes, such as offline practical assignments, offline unified exams, offline discussions, etc. Thus achieving the integration and complementarity of online and offline, forming a blended teaching model (Xu Lei et al., 2022).

In summary, through the above teaching design and the construction of teaching modes, the TAFE course teaching in China and Australia not only achieves the integration of online and offline teaching throughout the entire teaching process from pre class to in class to post class, but also achieves the integration of online and offline in each teaching stage, thus constructing a hybrid teaching mode with deep integration of online and offline.

4. Teaching Practice

In order to test the teaching effectiveness, we revised the original teaching design based on the hybrid teaching model constructed above, formed a new teaching reform plan, and conducted teaching experiments in the 2021 TAFE class of our school. Select Class 2115 as the experimental class to carry out blended teaching, relying on platforms such as Superstar and MOODLE (and later using Microsoft's TEAMS platform based on actual situations) to carry out online and offline blended teaching. Taking the two TAFE courses "Introduction to Tourism E-commerce" and "SAFE" offered by the TAFE major as experimental courses, a comparative teaching experiment was conducted according to the above teaching design and teaching mode, and another parallel class was used as a control to carry out routine teaching. After the experiment, a questionnaire survey was conducted on the effectiveness of blended online and offline teaching among the students in the experimental class. 37 questionnaires were distributed and 36 were collected, all of which were valid questionnaires. The questionnaire mainly focuses on students' use of online and offline teaching platforms, the effectiveness of blended online and offline teaching, the reasonable proportion of blended online and offline teaching, the difficulties of overseas online teaching, and the satisfaction with teaching models and design. It tests the teaching practice effectiveness of blended online and offline teaching models (Fu Huanhuan et al., 2022). The questionnaire shows that in the current teaching of "Introduction to Tourism E-commerce" and "SAFETY" courses, all

teachers and students use platforms such as Superstar and MOODLE for teaching and learning activities, and the vast majority of teachers and students indicate that they use them frequently. 95% of the students participating in the survey believe that their current curriculum adopts an online and offline blended teaching mode, and they agree with this blended teaching mode. The main reasons for this are its high teaching efficiency and effectiveness, high teaching costs, and cost-effectiveness. When asked if they are satisfied with the current blended teaching process in pre class, during class, and after class, and if it is helpful for their overall ability improvement, 87% of students are satisfied, and 90% say it is helpful; When asked, "What do you think is the reasonable proportion of online and offline blended teaching?" 80% of students choose to look at the actual situation, 10% choose unclear options, and the rest choose other options; When asked "What are the main difficulties you think SAFETY courses need to overcome when conducting overseas online teaching?" 70% chose language barriers, 20% chose network problems, and 10% chose differences in social and cultural habits. This indicates that when conducting overseas online teaching, foreign teachers need to adjust the language expression of the teaching content to make students understand and understand; In response to the 10th question, 92% strongly agreed to continue adopting a blended learning model. It can be seen that the questionnaire survey results indicate that the blended teaching mode of integrating online and offline TAFE courses between China and Australia is feasible, and the teaching effect can withstand practical testing.

In subsequent interviews and exchanges with relevant teachers and students, individual discussions were conducted on the computer-based online teaching platform used in the blended teaching of "Introduction to Tourism E-commerce" and "SAFETY" courses, the implementation status of overseas online teaching, the proportion of online and offline teaching, and the effectiveness of blended teaching. They were compared with online teaching and traditional offline teaching to evaluate the blended teaching. The interview results are basically consistent with the survey questionnaire. Some interviewed teachers and students also stated that with the development of the times, it is difficult for simple online teaching teachers to monitor students' learning status, while traditional offline teaching lacks flexibility and mobility in time and space; Both online and offline teaching have their strengths, but their weaknesses are also evident, which limits the effectiveness of teaching.

Therefore, only by adopting a hybrid teaching model that integrates online and offline can the TAFE courses in China and Australia leverage their strengths and avoid weaknesses, effectively address the shortcomings of pure online or offline teaching models, and effectively carry out various teaching activities in the pre class, in class, and post class stages, so as to fully utilize the teaching effect of TAFE courses and further improve teaching quality.

Acknowledgements

This is the research result of the 2021 Provincial Higher Vocational Education Teaching Reform Research and Practice Project from Department of Education of Guangdong Province "Research and Practice of Online and Offline Hybrid Teaching Mode of TAFE Curriculum Based on China-Australia Cooperation" [Project No.: GDJG2021083].

References

- [1] Ding Chunrong. Research and Practice on Online and Offline Mixed Teaching Mode-Taking the Course of "Agricultural Information Technology" as an Example [J] Journal of Tonghua Normal University, 2022 (12): 139-144.
- [2] Fu Huanhuan. Exploration and Practice of Online and Offline Hybrid Teaching Mode in the Course of "Industrial Pharmaceutics" [J]. Journal of Hefei Normal University, 2022 (3): 98-100.
- [3] Sun Yinghao. Construction and effect research of hybrid teaching mode based on rain classroom [D]. Dalian: Liaoning Normal University, 2022.

- [4] Wu Lingjuan, Zhang Delu. A Study on the Learning Model of General English Design Based on Rain Classroom- Also on the Cultivation of Multiple Reading and Writing Abilities [J]. Modern Education Technology, 2019 (03): 79-83.
- [5] Wu Wenjuan. Research on the design and application of online course Advanced Programming based on inquiry learning mode [D]. Chongqing: Southwest University, 2021.
- [6] Xu Lei, Zhang Genshan, Cui Jian Exploration and Research on Online and Offline Hybrid Teaching Mode -- Taking "Modern Educational Technology" Course as an Example [J]. Journal of Shijiazhuang University, 2022 (4): 128-132.
- [7] Zhou Xujun. Design and application of C++teaching in junior high school based on task driven teaching [D]. Chongqing: Chongqing University, 2017.