

# Problems and Countermeasures of Mixed Teaching in Higher Vocational Colleges

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**Abstract:** As a new teaching mode, although mixed teaching is widely used in the teaching reform of higher vocational colleges, it is still faced with problems such as poor control of online learning schedule, disconnection between online and offline teaching, insufficient teaching resources and platform construction, lack of teachers mixed teaching ability and imperfect evaluation system. In order to promote the teaching reform of nursing courses in higher vocational colleges, this study puts forward measures such as improving students independent learning ability, strengthening the connection between online and offline teaching, optimizing the construction of teaching platforms and resources, strengthening teacher training and improving the evaluation system.

**Keywords:** Hybrid teaching; Higher vocational education; Nursing; Online and offline

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## 1. Introduction

Hybrid teaching is a new teaching mode combining online and offline teaching, aiming to improve students' learning experience and teaching effect by combining online resources and offline practice. This mode makes full use of the advantages of information technology and can realize the deep integration of independent learning, cooperative learning and inquiry learning<sup>[1]</sup>. Several studies show that mixed teaching can significantly improve students' theoretical knowledge level, skill operation ability and independent learning ability. Although mixed teaching has achieved good results in higher vocational nursing education, some challenges remain. This paper uses the literature research method to study the application mode, effect and deficiency of online and offline mixed teaching in medical schools in recent years, discusses and analyzes ways to accelerate the promotion and application of this teaching mode, and puts forward corresponding countermeasures.

## **2. The application status and effect of mixed teaching in the teaching of nursing courses in higher vocational colleges**

### **2.1. Application status quo**

In higher vocational nursing education, mixed teaching has been widely used in many courses, such as basic nursing, health assessment, and clinical skills. For example, the Health Assessment course provides online assisted teaching through the WeChat platform, combined with traditional classroom face-to-face teaching, and improves students' independent learning ability and classroom participation <sup>[2]</sup>. In addition, the mixed teaching mode based on provincial online quality courses has also been applied. Through the combination of online and offline methods, students' independent learning ability, judging thinking ability and nursing information ability have been significantly improved <sup>[3]</sup>.

### **2.2. Application effect**

Several studies show that mixed teaching can significantly improve students' theoretical knowledge level, skill operation ability and independent learning ability. For example, in basic nursing teaching, students who adopt hybrid teaching are better than those who adopt the traditional teaching model in both theory and skill assessment results <sup>[4,5]</sup>. In addition, mixed teaching can also enhance the students' classroom participation and satisfaction, especially in the more practical courses <sup>[6,7]</sup>.

## **3. Mixed teaching in the teaching of nursing courses in higher vocational colleges**

### **3.1. Poor progress control of online learning progress**

In the mixed teaching mode, the improvement of students' independent learning ability is particularly important, because it is directly related to whether they can complete the learning tasks independently outside the classroom. However, some students often struggle to effectively control their learning progress during the online learning process, which leads them to fail to deeply master the knowledge in the learning process and only stay in the superficial understanding. This phenomenon weakens the advantages of the hybrid teaching mode to some extent, making it impossible for students to make full use of online resources for in-depth learning <sup>[1]</sup>.

In addition, some students lack sufficient online learning experience, resulting in their relatively weak ability in self-directed learning. This lack of ability not only affects the effect of their online learning but also indirectly affects their performance in the classroom. Since online learning and classroom learning are complementary to each other, the lack of self-directed learning ability makes these students greatly affect the overall learning effect <sup>[8]</sup>. Therefore, ways to improve students' self-learning ability, especially self-management ability in the online learning environment, has become an urgent problem to be solved in the hybrid teaching mode.

### **3.2. The disconnection between online and offline teaching**

In the current educational environment, there are often some problems in the connection between online teaching and offline teaching, which leads to insufficient interaction between teachers and students. This lack of interaction directly affects students' participation in the classroom, which in turn affects their learning effect <sup>[1]</sup>. For example, in the course teaching Health Assessment, although teachers try to introduce modern information technology tools such as the WeChat platform to assist the teaching, some students still fail to make full use of these rich resources to conduct effective after-school learning. This not only limits their deep understanding and mastery of

the course content but also weakens their enthusiasm to actively participate in the discussion and interaction in the classroom. Therefore, ways to better integrate online and offline teaching resources and improve the quality of teacher-student interaction have become a problem that educators need to pay close attention to and solve.

### **3.3. Lack of teaching resources and platform construction**

In the current higher vocational college education, mixed teaching has become an important teaching mode. However, hybrid teaching still faces some challenges and some problems in the practical application process. Among them, one of the most prominent problems is the shortage of teaching resources and the imperfect function of the teaching platform.

Specifically, some teaching platforms have obvious defects in their function, such as the lack of a recommendation function. This means that students cannot obtain the most suitable learning resources according to their interests and needs. In addition, some platforms also have problems with basic operations such as user login, which leads to students' frequent difficulties in the process of use, which affects their learning experience.

The existence of these problems not only affects the learning effect of students but also reduces the teaching efficiency of teachers. Therefore, higher vocational colleges need to take measures to improve the functions of the teaching platform and increase the recommendation functions to meet the learning needs of students and improve their learning experience. At the same time, it is also necessary to increase the investment of teaching resources to ensure that students can obtain sufficient learning resources to improve the effect of mixed teaching.

### **3.4. Lack of mixed teaching ability of teachers**

In the current educational environment, the hybrid teaching model has become an important teaching method, which combines the advantages of traditional face-to-face teaching and online teaching. However, the teacher's mastery of this model is not balanced, and there are some differences. Some teachers lack the necessary skills and experience in designing and implementing online courses and are powerless to manage online learning activities <sup>[9,10]</sup>. As a result, the potential of hybrid teaching has not been fully played, which affects the improvement of the teaching effect.

Specifically, mixed teaching requires teachers not only to have solid subject knowledge but also to master the application ability of modern information technology. Teachers need to be able to skillfully use various online teaching platforms and tools to design attractive and interactive online course content. In addition, teachers also need to have certain online learning management ability, able to effectively organize and supervise students' learning activities in the virtual environment, to ensure that students can actively participate in and obtain a good learning experience.

However, the reality is that some teachers are relatively weak in this area. They may not be skilled enough in the operation of the online teaching platform to design high-quality online course content. At the same time, due to the lack of effective online learning management strategies, it may be difficult to stimulate students' interest in learning, and they are unable to find and solve the problems encountered by students in the learning process. The existence of these problems makes the advantages of mixed teaching cannot be fully played and thus affects the overall teaching effect.

### **3.5. The evaluation system is imperfect**

At present, a unified standard system has not been formed for the effect evaluation of mixed teaching mode. Such evaluation mainly relies on test scores or self-prepared questionnaires, but these methods are often

difficult to objectively and accurately assess teaching quality<sup>[11]</sup>. Due to the lack of unified evaluation criteria, different educational institutions and researchers may adopt different indicators and methods when evaluating the effect of mixed teaching, leading to poor comparability of the evaluation results. In addition, although test results can reflect students' learning outcomes in some aspects, they cannot comprehensively measure students' comprehensive ability and quality improvement in a mixed teaching environment. Although the self-compiled questionnaire can collect the subjective feelings and opinions of students and teachers, its results are often influenced by the questionnaire design, the selection of respondents and other factors, so it is difficult to ensure its objectivity and accuracy.

## **4. Countermeasures and suggestions**

### **4.1. Improve students' independent learning ability**

By adopting various teaching methods such as task-driven and project teaching, students learning interest and initiative can be effectively stimulated<sup>[12]</sup>. For example, in the course of Health Assessment, teachers can design some specific training cases and ask students to cooperate in groups. In class, students can cooperate in the group to complete various operation exercises together, to master the relevant skills in practice. In addition, to further consolidate the knowledge, teachers can also ask students to make operation videos after class. In this way, students not only need to review what they have learned in class but also need to record the operation steps in detail, to deepen their understanding and memory of knowledge. This task-driven and project-based teaching approach can not only improve students' interest in learning but also cultivate their teamwork skills and self-directed learning skills<sup>[13]</sup>.

### **4.2. Strengthen the connection between online and offline teaching**

In order to ensure an effective connection between online and offline teaching, it is crucial to design a reasonable teaching process. First of all, before class, teachers can push relevant preview materials to help students understand the upcoming content in advance and to prepare for classroom learning. These preview materials can include literature materials, videos, online testing and other forms to meet the learning needs of students.

Teachers should explain the key knowledge points in class to ensure that students understand them. Through group discussion, case analysis and other activities, improve classroom interaction, enrich the learning experience, and deepen knowledge and understanding. After class, teachers should assign practical tasks, such as project homework, experimental operation, social investigation, etc., so as to cultivate students' practical operation and problem-solving ability and form a closed-loop learning.

In short, by designing reasonable teaching processes, including pushing preview materials before class, giving key explanations and discussions in class, and arranging practical tasks after class, online and offline teaching can be effectively connected, improve the teaching effect, help students better master knowledge, and form a closed-loop learning<sup>[7]</sup>.

### **4.3. Optimize the teaching platform and resource construction**

In order to improve students' interest in learning, it is necessary to strengthen the functions of the teaching platform, such as intelligent recommendation of courses and materials, and optimize the user login system to ensure a smooth learning experience. Enrichment of online teaching resources provides high-quality materials, such as case analysis and video explanation, to help students understand theoretical knowledge, improve practical

ability, and enhance the learning effect.

#### **4.4. Strengthen teacher training**

To enhance teachers' professional competence in blended teaching, a series of training and practices can enhance their skills in the design of online courses and managing online learning activities <sup>[14]</sup>. Specifically, teachers can be assigned to attend special mixed teaching seminars or workshops that not only allow them to share their successful experiences but also to explore and improve teaching methods together. Through such interaction and learning, teachers can better master the skills of mixed teaching, thus improving the overall teaching effect.

#### **4.5. Improve the evaluation system**

In order to ensure a scientific and comprehensive educational evaluation, a comprehensive mixed teaching evaluation system needed to be established. This system should not only pay attention to students' mastery of theoretical knowledge but also give full consideration to their practical ability, self-learning ability, and classroom participation <sup>[11]</sup>. Specifically, a variety of evaluations can be used to ensure a comprehensive assessment of the students.

Process evaluation is an important evaluation method, which involves paying attention to students' progress and problems in the whole learning process, helping teachers to adjust their teaching strategies, and promoting students to master knowledge. Besides, peer evaluation is also an effective evaluation method. It can cultivate students' critical thinking and fairness, promote communication and cooperation, and improve their comprehensive analysis ability. Finally, self-evaluation allows students to reflect on the learning process, understand their advantages and disadvantages, cultivate the ability of independent learning and self-management, and become lifelong learners.

### **5. Conclusion**

The transformation of modern medical mode requires nursing education to pay more attention to the cultivation of medical humanistic quality. As medicine from a biomedical mode to a biological-psychological-social medicine model evolution, nursing work from "disease-centered" to "patient-centered," which requires nursing staff to have solid professional knowledge and skills, more requires them to have noble professional ethics, humanistic care spirit, good communication skills, and comprehensive analytical capabilities <sup>[15]</sup>. The mixed teaching mode is not limited by time and space, which can significantly improve students' theoretical knowledge level, skill operation ability and independent learning ability, and also contribute to the cultivation of students' clinical practice ability, comprehensive analysis ability and judgment thinking. In the future, higher vocational nursing education should further optimize the mixed teaching mode, strengthen teacher training and technical support, and enhance the interactivity and resource richness of online platforms. At the same time, attention should be paid to the connection between online and offline teaching to ensure that the advantages of mixed teaching can be fully utilized to cultivate more excellent nursing talents.

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