

Research on the Reform of Mixed Teaching of Cross-school Credit Courses

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Abstract: In recent years, with the continuous advancement of education information technology, the mixed teaching mode of cross-school credit courses has come into being. It not only breaks the geographical restriction of traditional education, but also promotes the sharing and optimal allocation of educational resources ^[1]. Principles of Pedagogy, as the core course of pedagogy, the implementation of cross-school credits is not only an important measure to respond to the call of national education reform and promote the sharing of higher education resources, but also a key path to meet students' personalized learning needs and improve their independent learning ability. At the same time, through the combination of online learning and offline flipped classroom, students can learn according to their own learning rhythm and points, and then comprehensively enhance their learning effect. In this regard, this paper first analyzes the background and significance of cross-school credits of the "Principles of Pedagogy" course, then clarifies the mixed teaching process of cross-school credits, analyzes the effect of teaching reform, and then puts forward feasible teaching suggestions, in order to provide some references for relevant education researchers.

Keywords: Inter-school credit course; Mixed teaching; Teaching suggestion

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1. The background and significance of cross-school credits of Principles of Pedagogy

1.1. Background of cross-school credits of Principles of Education

With the rapid development of education informatization, cross-school credits have become a new educational model, breaking traditional education's geographical restrictions and providing students with a broader learning platform and resources. Principles of Pedagogy, as the basic course of pedagogy, can not only promote resource sharing, improve teaching efficiency but also help students to form a more comprehensive knowledge structure and a broader academic vision ^[2].

Under the background of the current education reform, the implementation of inter-school study credits is the concrete embodiment of responding to the national education policy and promoting the conformal development of higher education. On the one hand, it can meet the needs of students' personalized learning and promote the improvement of students' independent learning ability; On the other hand, it can also promote the

cooperation and exchange among universities and realize the sharing of high-quality educational resources. In addition, the mode of cross-school credit can also stimulate students' interest in learning, and bring new learning experiences to students through the teaching style and teaching methods of teachers in different universities, thus enhancing the teaching effect and providing strong support for cultivating innovative talents^[3].

1.2. The significance of cross-school credits of Principles of Pedagogy

Cross-school credits can effectively make up for the shortcomings of the shortage of existing educational resources. Each school has certain characteristics of educational resources. Through blended teaching, they can be shared with schools and students in need to achieve the goal of complementing and sharing high-quality educational resources to alleviate the problem of a shortage of educational resources in individual schools. In addition, through cooperation with well-known universities at home and abroad, the school can provide teachers and students with rich and high-quality educational resources, broaden their professional vision, and continuously enhance their independent learning ability. In addition, combining blended teaching and cross-school study can better solve the contradiction between short teaching time and more teaching content. Before class, students can learn theoretical knowledge through cross-school courses. In this case, the explanation time of theoretical knowledge in class can be shortened, to better achieve the expected teaching objectives and continuously improve the efficiency of blended teaching. In the process of cross-school study, teachers can timely and fully understand and master students' knowledge grasp, and can visually observe students' learning progress and homework completion through the online platform. On this platform, teachers can carefully design exercises related to knowledge points and moderate in difficulty. As long as students master the corresponding theoretical knowledge, they can quickly complete the exercises assigned by teachers. According to the completion of exercises, teachers can timely understand the students' learning situation, grasp their shortcomings, and give personalized educational guidance. At the same time, teachers can also monitor students' learning activities in real time, to promote their ability to generate lifelong learning and further promote the process of teaching reform.

2. The blended teaching process of cross-school credit courses

2.1. Building a teaching team

Before the formal teaching, each school may select excellent teachers to form a teaching team to communicate on the curriculum objectives, teaching implementation plans, teaching progress, teaching content and evaluation standards. Teachers should also jointly study the curriculum content, teaching objectives and teaching difficulties of different schools, accurately grasp the difficulty of the assessment content, and work out a perfect teaching plan. Among them, the teaching team is responsible for updating and maintaining the blended course content, such as the update of knowledge explanation videos, exam questions, solution analysis and so on. The teaching team is mainly responsible for the development of blended teaching, such as knowledge and skills transfer, marking exam papers and so on. In addition, the teaching team should be familiar enough with the content and resources of the blended courses across schools and be able to use these proficiently to better carry out online Q&A and tutoring^[4].

2.2. Conducting online learning

According to the teaching plan, teachers should reasonably choose the blended teaching platform, share blended teaching resources and cross-school study information with students through the blended teaching platform, and

push relevant reference materials to them, so as to rationally plan their cross-school study and learning process. On the basis of network statistics, students should be guided to conduct self-education, so as to enable them to have a deeper understanding of the content of curriculum knowledge^[5]. In addition, to carry out intrusive teaching. Teachers can upload videos made in advance on the teaching platform, and when students finish learning a knowledge point, they can automatically unlock the next learning video, which can improve students' enthusiasm for learning. For students with further learning requirements, teachers can design questions with divergent thinking according to the teaching syllabus and provide reference materials; For students with poor learning initiative, teachers can design and discuss in WeChat groups and QQ groups to guide students to learn independently. Finally, teachers can analyze students' learning data through the teaching platform, which makes up for the "one-size-fits-all" defect of traditional classroom teaching^[6].

2.3. Implementing offline flipped classroom teaching

Teachers should reasonably arrange and implement offline flipped classroom teaching according to the teaching process. In offline flipped classroom teaching, teachers should highlight students' subjectivity, collect and summarize the problems and difficulties encountered by students in online learning, and organize group cooperative learning in offline flipped classroom teaching to conduct in-depth exploration and discussion of these problems and difficulties. In this process, teachers only play the role of guides and mentors, and should adjust the offline teaching content timely according to the results of each group discussion, give instructions and guidance to the learning and discussion at key information points, reasonably grasp the whole group discussion and learning process, and ensure that all students can participate in it^[7]. After students have mastered certain course knowledge, teachers can guide them to improve their ability to analyze and solve problems by analyzing cases to realize the effective digestion and absorption of course knowledge. In addition, in the specific teaching process, teachers should establish modern education ideas and build a perfect practical teaching system, which integrates basic knowledge, basic skills learning and training as the basis, comprehensive experiments as the core content, and training students' scientific thinking methods, and can promote the all-round development of students' practical operation, analysis and problem-solving abilities. And further enhance their comprehensive literacy^[8].

2.4. Conduct reasonable course assessment

The traditional classroom evaluation mainly takes the final exam as the main content, and lacks the examination of students' various abilities. Therefore, in the mixed teaching of inter-school credit courses, teachers should not evaluate students' learning effect by a single final score, but should evaluate students' learning performance by implementing the "summative + procedural" method. Among them, the process evaluation includes online completion of learning, offline teaching evaluation, group discussion, homework completion and other indicators, which can avoid the problem that students do not usually learn and "surprise" to deal with the exam at the end of the semester, and can fully mobilize the enthusiasm of students^[9]. At the same time, teachers can also timely grasp and understand students' learning performance, learning deficiencies, and provide timely feedback to them, so that they can get a greater sense of accomplishment in the learning process. The assessment usually focuses on students' mastery of what they have learned, while in the final assessment it is used to evaluate students' comprehensive application ability. The evaluation index of homework completion is composed of 5–8 project tasks, which are independently selected by students in small groups, with a maximum of 8 participants in each group. The problem analysis, solution, and PPT presentation of the project team members are a reasonable allocation of learning tasks according to the actual situation, and then the final learning results are uploaded to

the learning platform for other students to use for reference and evaluation. In the process of project sharing, each group can begin to discuss the project design, set up a scoring unit in each group, and determine the inter-group scoring according to the scores of each group. In this process, students' ability of expression, cooperation and communication is significantly enhanced, while their practical ability of analyzing and solving problems is also developed accordingly, and the effectiveness of teaching evaluation is continuously improved^[10].

3. Analysis of the results of cross-school credit courses blended teaching reform

First, the independent learning ability of students has been enhanced, and the personalized learning needs have been met. Blended teaching can break the limitations of traditional teaching in time and space, so that students can independently plan and arrange their learning time and learning progress, and can watch teaching videos repeatedly according to their own learning needs, which greatly increases the flexibility and convenience of their learning methods. After the completion of offline learning activities, students can take the initiative to link their theoretical knowledge, independently or as a group to analyze and discuss real life cases, deepen their internalization of the knowledge, so that students can maximize their autonomy and initiative, and meet their personalized learning needs to the greatest extent.

Second, it can effectively activate students' interest in learning and strengthen the effect of blended teaching. By setting open questions, teachers can activate students' interest in learning, motivate them to actively look up relevant materials, think about relevant issues actively, and express and present them logically. This process not only broadens students' horizon, but also enables them to flexibly apply what they have learned and effectively exercise their thinking and expression skills. The teachers adopt the method of "group mutual evaluation + teacher comment", which ensures that students' discussion is not mere formality, improves their practical application ability and encourages their sustainable development in a certain sense. After the end of each class, most students will take the initiative to carry out online and offline independent learning, which changes the situation of students' surprise review before the final exam in traditional teaching, so that they can develop good learning habits^[11].

Third, it can build a diversified assessment and evaluation model to help improve students' comprehensive ability. In the past, when evaluating students' academic performance, the teaching adopted the method of "normal grade + final grade," which failed to establish a complete and clear index, and students often formed a thinking pattern that they would not miss classes and could pass the undergraduate goal by cramming at the end of the semester. In the hybrid teaching evaluation of cross-school credit courses, teachers will adopt diversified evaluation methods and incorporate them into the entire teaching system and teaching process. At the same time, clearer and operable evaluation standards will be formulated. By combining teacher evaluation with student evaluation, process assessment, and result assessment, students will be able to have better learning performance at each stage. Cultivate students' learning quality in every drop, and then continuously improve their comprehensive ability^[12].

4. Suggestions on the hybrid teaching reform of cross-school credit courses

In order to effectively improve the teaching effect, teachers should do the following: First, teachers should change their educational ideas and realize the importance of ensuring the quality of online teaching videos. High-quality teaching video is the key to the success of cross-school credit course mixed teaching. Therefore, each school

should establish a professional video production team according to the actual situation, which is composed of education experts, teachers, information technology talents, video production talents, etc., to ensure the scientific, interesting and interactive teaching videos. Meanwhile, the content of teaching videos for inter-school credit courses should be updated and optimized in time. In order to better meet the learning needs of students, blended teaching is needed, and continue to improve the effectiveness of course teaching ^[13].

Secondly, given the setting of curriculum assessment links, teachers should constantly optimize the assessment methods to ensure that the assessment is more scientific and reasonable. Cross-school blended teaching assessment should not be limited to the memorization and reproduction of theoretical knowledge, but should pay more attention to the generation of students' ability of understanding, analysis, application and innovation, and actively introduce project-based assessment, peer evaluation, self-evaluation and other evaluation methods to comprehensively evaluate students' learning effect and make the evaluation results more comprehensive. In addition, the assessment results should be timely fed back to students to help them understand their learning status and adjust their learning strategies promptly, so as to continuously improve their learning efficiency ^[14].

Finally, to further improve the effect of cross-school blended teaching, teachers of different schools and specialties should actively communicate with each other and build close cooperative relations. For example, teachers should regularly participate in seminars, workshops and other activities, in which they take the initiative to share teaching experience, discuss teaching methods and jointly solve problems encountered in teaching, to effectively improve their teaching ability. At the same time, the school actively encourages teachers to participate in the cross-school teaching team, and constantly improve their teaching ability and professional level through practical teaching practice, so as to efficiently carry out the cross-school blended teaching of credit courses ^[15].

5. Conclusion:

In short, as a new teaching mode, cross-school credit mixed teaching can not only point out the direction of curriculum teaching reform, fully mobilize students' enthusiasm for independent learning, but also guide students to explore professional knowledge through reasonable assignment of learning tasks, to improve their learning quality. In this regard, teachers should combine the actual situation of students and take effective measures to carry out cross-school credit mixed teaching, so as to better meet the learning needs of students, help them achieve sustainable development, and provide strong support for cultivating interdisciplinary talents with innovative ability and practical ability.

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