

Research on Online and Offline Blended Teaching Practice of History of Chinese and Foreign Clothing Course

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Abstract. With the continuous development of information technology, online and offline blended teaching has attracted more and more attention and development in higher education. It still needs more courses to practice and perfect although some excellent results have been achieved. Taking the history of Chinese and foreign clothing course as an example, this paper analyzes the purpose of blended online and offline teaching based on the characteristics and problems of the course. It implements the online and offline blended teaching reform from four aspects: adjusting teaching objectives, creating online courses, improving teaching content and arranging teaching progress. It carries out the practice of online and offline blended teaching through pre-class preview, classroom teaching, after-class review and assessment.

Keywords: History of Chinese and foreign clothing; Online and offline blended teaching; Teaching reform; Teaching practice

1 Introduction

Online and offline blended teaching courses are courses that rely on online open curricula resources, utilize the online teaching platform and intelligent teaching AIDS. They organically combine online course teaching with traditional classroom teaching by using a variety of teaching theories, teaching strategies, teaching methods and teaching organization forms in course teaching. Due to the influence of traditional education, students in our country bear the heavy pressure of learning, resulting in a lack of learning initiative [1]. In the past ten years, the theoretical research and applied practice results on blended learning have increased rapidly, and their innovation and depth have been enhanced [2]. Although scholars have done a lot of exploration and research in the early stage, it is still necessary to carry out online and offline blended teaching practice and theoretical exploration in different regions and disciplines. This paper takes the course of Chinese and foreign clothing history as an example to explore its online and offline blended teaching mode.

2 Characteristics and problems encountered in the course

History of Chinese and foreign clothing is one of the basic compulsory courses for the major of Fashion Design. It is also a preliminary basic course for other specialized courses and plays

an important role in all courses. It is generally scheduled to start in the first semester of sophomore year, with a total of 48 class hours and 3.0 credit score. The course content mainly teaches the historical process and reasons of the origin, development, evolution and technological progress of Eastern and Western clothing. It requires students to fully grasp the historical context and theoretical knowledge of the development of Eastern and Western clothing, and understand the richness, diversity and inheritance of clothing culture, laying a foundation for subsequent courses related to fashion design.

The traditional course of history of Chinese and foreign clothing focuses on the accumulation of students' knowledge and the improvement of their theoretical level, and generally adopts the whole-class teaching style. The training objectives, training modes and teaching methods all focus on the construction of the theoretical level, and emphasize the academic nature. The students' enthusiasm is not high, the teaching workload is large, and the task of preparing lessons is heavy. The requirements on the academic quality and knowledge theory level of teachers are relatively high. Although new modern information technology has been introduced, most teachers only use the new technology as an auxiliary tool to improve the teaching method. Their teaching concept still stays in the stage of teachers using new technology to teach and students to learn passively. It is not effective to combine modern technology to carry out student-oriented differential teaching. It limits the development of students' innovative ability, hinders the improvement of teaching quality. Online teaching breaks the traditional classroom teaching mode and greatly expands the learning time and space. Online and offline blended teaching mode can precisely improve the series of problems existing in the traditional course.

3 The purpose of online and offline blended teaching

3.1 Role conversion between teachers and students

Online and offline blended teaching extends the traditional classroom teaching outside the classroom. Students can choose to learn according to their personal time and hobbies. Their learning time is relatively flexible [3]. Students' learning time includes online independent preview, classroom listening, classroom exercises, after-school review extension, etc. They can not only learn the content taught by teachers, but also learn a lot of extracurricular knowledge that can not be learned in textbooks. Online and offline blended teaching changes the roles of teachers and students. It clarifies the principal position of students in teaching activities, and well promotes the improvement of students' autonomous learning ability, collaborative communication ability and innovation ability. Research shows that in e-learning, learners with higher learning motivation will be more persistent to the course and have better academic performance [4]. It greatly improves the effect of course teaching. Although teachers have changed the absolute dominant position of teaching in the whole process, they still play an important role in controlling the whole teaching progress and the important and difficult contents.

3.2 Diversified teaching methods

In the current information age, online teaching is not only a technological change in the simple sense, but also a change in the traditional offline teaching mode. It also relies on "Internet +"

and related technologies, such as all kinds of clothing rendering software, style design software, structure design software, 3D simulation software, data analysis software, communication software, etc. Gradually enrich the teaching resources and continuously optimize the process management, and finally realize the opening of teaching and improve the effect [5]. At present, there are many learning platforms in college teaching, such as Super Star, Wisdom tree, Rain class, Dingding class, Research class, etc., which are more convenient to use and improve the efficiency of online preview and learning. Coupled with the continuous development and expansion of many functions of instant messaging software such as Tencent QQ and WeChat, online and offline blended teaching methods show diversified development. At the same time, online and offline blended teaching can find methods suitable for different students from the perspective of multimedia and multi-platforms. This methods can enrich the means of knowledge acquisition, improve learning enthusiasm, and help students develop personalized learning.

3.3 The assessment methods have been developed from single to multifaceted

The online and offline blended teaching will change the traditional assessment based on a single closed-book examination. It will adopt the combination of process and individuation, and formative evaluation and result evaluation, etc. The purpose of this is to make the teaching focus on ability assessment, so as to avoid the bad habit of rote memorization. According to the characteristics of the course, combined with class performance, attendance, daily homework, group scoring, peer evaluation, moral education assessment, class closing homework or closed book examination, etc., to develop a perfect online and offline mixed teaching assessment methods, to form a diversified and distinctive evaluation method of student learning outcomes. The improvement of online and offline teaching mode requires constant checks in the whole process, and the corresponding assessment form should be adopted in each step to measure the quality. Students can easily complete the learning and mastery of knowledge points through the three steps of online preview, classroom teaching and after-class consolidation.

4 Implementation of online and offline blended teaching

4.1 Adjust teaching objectives

The purpose of online and offline blended teaching should change the traditional single idea of focusing on the accumulation of students' knowledge and the improvement of their theoretical level, and change it to adapt to the training orientation of clothing and clothing design professionals and students' learning situation. In this way, students can not only learn comprehensive theoretical knowledge, consolidate theoretical level, but also reflect the basic requirements of moral education. We should also pay attention to cultivating students' ability of independence, unity, collaboration, exploration and innovation, follow the forefront of The Times, combine the requirements of The Times, and meet the needs of serving the national strategy. According to Nakic J et al., a system adapted to the characteristics of learners helps to improve the learning effect and learning experience [6]. The course on the history of Chinese and foreign clothing is for second-year undergraduates, who are in the initial stage of learning with weak theoretical knowledge of clothing, poor practical ability, weak teamwork

ability and weak innovation consciousness. The combination of online and offline teaching enables students to learn the theoretical knowledge of the history of Chinese and Western clothing and at the same time pay attention to the cultivation of students' self-learning, unity and cooperation, design and innovation, and even the ability to make clothes by hand.

4.2 Create online course resources

The online and offline blended teaching needs to create the course on the network teaching platform provided by the school. Set up the cover, catalog, and import the teaching class in advance. Online course construction is generally divided into two kinds: one is the online open course built by the course leader himself; The other is to introduce state-level high-quality online open courses or online open courses that are equivalent to state-level high-quality courses and legally authorized to be used by the school. The course of history of Chinese and foreign clothing first needs to create an online open course on the school's online learning platform. The online course cover shows the course name, school, department, major, course leader, and catalog. The course catalog consists of four parts: course introduction, course evaluation, teaching resources and course chapters. The teaching resources include course teaching videos and supporting digital learning resources, which must be able to cover the teaching content required by the history of Chinese and foreign clothing course teaching syllabus formulated by the school and meet the teaching needs. Supporting digital learning resources include digital materials such as courseware or textbooks taught by teachers, exercise questions, homework library, data library and test paper library, and upload clothing exhibitions and recovery videos related to the content of this course to extend textbook knowledge and expand quality ability. Exercises, homework library, data library and test paper library play an auxiliary role for students' online learning, and can monitor students' learning in real time. This content can be prepared in advance, or it can be gradually improved during the course of the class. Advance preparation requires teachers to have years of experience and data accumulation.

4.3 Improve online teaching content

In order to make online learning easy and pleasant for students, the teaching content of online courses should be clear, definite, concise and broad. The course content of the history of Chinese and foreign clothing is divided into three parts. The first part is the origin and gestation period of clothing. The second part is the history of Chinese clothing. The third part is the history of foreign clothing. As shown in Table 1, the first unit can be divided into a separate chapter by historical dynasties and time threads. The second unit is divided into nine chapters. The third unit is divided into five chapters. Each chapter is subdivided into subsections. The whole course is divided into fifteen chapters and thirty-nine subsections. The organization of online teaching content should grasp the context knowledge system of the development of Chinese and foreign clothing history as a whole. The online teaching videos and digital learning resources such as exercises, homework libraries and databases are organically integrated into the course knowledge system of each section. The teaching video is the analysis and explanation of each chapter and each section of knowledge. It is necessary to accurately grasp the key and difficult contents. The length of each video should not be too long, usually between 5 and 15 minutes. If the time is too long, students will have mental fatigue, but reduce the frequency and efficiency of learning. Therefore, we must make full use

of online course resources and information teaching methods to promote students' understanding and mastery of key and difficult contents. The purpose is to improve the teaching effect.

4.4 Reasonable arrangement of teaching progress and class time allocation

The online and offline blended teaching changes the proportion of students' learning time and teachers' classroom teaching time, so the teaching progress and class time allocation should be adjusted in time. The beginning and end of the teaching semester of the course of history of Chinese and foreign clothing should be consistent with the full-time teaching semester of the university. The formulation of the online and offline blended teaching syllabus should reflect the teaching progress, class time arrangement and classroom organization mode of the course. The teaching plan of the course of history of Chinese and foreign clothing is 48 class hours, which can be divided into two to eight class hours per chapter to list the contents, methods and goals that students should learn in class teaching (Table 1). Each chapter of the history of Chinese clothing can be divided into 2 class hours, a total of 18 class hours. The history of foreign clothing has more content, and each chapter can be divided into 3-8 class hours, with a total of 26 class hours. With the addition of 2 class hours of the costume origin section and 2 class hours of live Q&A, the total number of class hours is 48. The course of history of Chinese and foreign clothing has a lot of content, heavy teaching tasks and a long span of time, while each class is only 50 minutes, so it is very difficult for teachers to explain all the theoretical knowledge clearly in the limited time. Online teaching video is not limited by time and place, and can be repeated. Therefore, the online and offline blended teaching can adjust the proportion of online and offline teaching and learning time at any time. It fully embodies the effective use of each teaching organization.

Table 1. Content setting and class hours allocation of the online course of the history of Chinese and foreign clothing.

Unit	Chapter	Section	Knowledge extension	Allocation of hours	Number of videos
Origin of dress	Costume origin and representation theory	1.Origin of dress 2.The representative theory of the origin of clothing	Fuxi, Shennong, Sui ren Shi and the three Yellow and five emperors myths and legends	2 credit hours	7
History of Chinese clothing	Pre-qin clothing	1.Zhou Dynasty tends to complete the system of crown clothing 2.The deep clothes of the Spring and Autumn and the Warring States	Pre-qin restored clothing appreciation	2 credit hours	11
	Clothing of Qin and Han Dynasties	1.Men's robes, hats and shoes 2.Women's robes, Ru skirt and accessory	CCTV documentary "Silk Road" exhibition, Qin and Han Dynasty restored clothing appreciation	2 credit hours	15
	Wei, Jin, Southern and Northern Dynasties costumes	1.Han men's clothing 2.Han women's	Wei Jin Southern and Northern dynasties restored clothing	2 credit hours	15

		dress 3.Trouser pleat and waistcoat	appreciation, Wei Jin style		
	Sui, Tang and Five Dynasties costumes	1.Men's crew neck robe and black gauze cap 2.Women's crest and makeup	Sui, Tang and five dynasties restored clothing appreciation, TV series "Wu Zetian clothing snippet appreciation	2 credit hours	10
	Song Liao Jin Yuan costume	1.Han official and civilian uniforms 2.Khitan, Jurchen, Mongolian costumes	TV series "Legend of the Condor heroes" costume snippet appreciation	2 credit hours	8
	Clothing of Ming Dynasty	1.Men's official and civilian uniforms 2.Women's coronette and casual dress	Ming Dynasty restored clothing appreciation, auspicious patterns, Jincui, Kong Fu old Tibetan clothing display	2 credit hours	17
	Clothing of Qing Dynasty	1.Men's official and civilian uniforms 2.Manchu and Han women's clothing tends to blend	Qing Dynasty restored clothing appreciation, Yun brocade, Kesi	2 credit hours	14
	Modern clothing	1.Modern men's wear 2.Modern women's wear	TV drama "That year spend good moon is round" costume snippet appreciation	2 credit hours	4
	Costumes since the founding of New China	1.Clothing during the founding of New China 2.Costumes during the Cultural Revolution 3.Reform and opening up to the present dress	"The Founding Ceremony", "the founding of the Republic" costume snippet appreciation	2 credit hours	3
History of foreign clothing	Ancient costume	1. Ancient Egyptian costume 2. Costume of ancient West Asia 3. Ancient Greek costume 4. Roman costume	Movie "Cleopatra" costume snippet appreciation	3 credit hours	7
	Medieval dress	1. Clothing from the Byzantine period 2. Costumes from the dark ages of European culture 3.Romanesque period dress 4.Gothic period costume	Film "Notre Dame de Paris" costume snippet appreciation	5 credit hours	11
	Clothing of the last century	1.Renaissance costumes	Movie "The Last Cleopatra" costume	6 credit	12

		2. Costumes from the Baroque period 3. Clothing from the Rococo period	snippet appreciation	hours	
	Modern clothing	1. Costumes from the neoclassical period 2. Costumes from the Romantic period 3. New Rococo period costumes 4. Costumes from the Balsille period 5. Clothing from the S-shaped period	Each student looks for the film costume clips of Modern times to enjoy	8 credit hours	11
	Modern clothing	1. Modernization of women's wear 2. The brilliant age of masters 3. Age of Dior 4. Post-60s clothing	Brand Dior, Brand Chanel	4 credit hours	10
Answer questions on site	Answer students' questions			2 credit hours	0
Total	15 chapters	39 knots		48 credit hours	155

5 Online and offline blended teaching practice

5.1 Before class, students should prepare for the lesson independently

Before the start of the class, the teacher will announce the course chapters and teaching objectives to be learned in advance. At the same time, the relevant supporting digital learning resources such as teaching PPT, electronic textbooks or exercises will be released on the online teaching platform to clarify the task points and key issues, and assign the pre-class tasks. Teachers can also design some interesting exercises in the course of teaching videos to make students have questions, stimulate their learning enthusiasm, and encourage students to learn online and give feedback on problems through the Internet. Students can arrange their own time to study according to the teaching objectives and preview tasks, and the learning effect can be tested at any time in the form of sub-exercise tests. For the problems that cannot be solved, students can leave messages and feedback online, so that teachers can timely understand the preview situation, and answer questions online, and better arrange the content and form of offline classroom teaching.

5.2 Flexible use of offline classroom teaching

Classroom teaching is an important part of online and offline blended teaching, and it is also the most time for teachers to answer questions and participate with students face to face. It is necessary to adhere to the student-centered principle, shorten the time of centralized teaching and explanation in offline classes as much as possible, make full use of limited class hours,

apply online learning platforms and smart teaching tools, and organically adopt various ways to carry out the deep integration of online and offline teaching. For the teaching content of the basic part of the course, the teacher will focus on explaining and answering the questions according to the feedback of the students in the online learning before class, and guide the students to grasp and understand. For the teaching content of the applied knowledge expansion part, teachers can design some application questions that are closely related to the reality according to the content, so that students can use the online teaching platform or intelligent teaching AIDS to answer questions quickly, test in class, discuss and exchange in class, etc., and can also use the form of project exploration, group discussion and case comment to divide them into different projects. Let the students choose and group themselves, and the students in the group cooperate with each other. For the purpose of completing the project, the results are displayed in the classroom teaching. This way can pay attention to the formation and improvement of students' communication, collaboration, exploration and innovation abilities. It can also assist students to deeply understand the key and difficult contents of the course, and exercise students' comprehensive quality and ability in an all-round way.

5.3 Consolidate and extend knowledge after class

After the end of class teaching, students' learning time and space will be transferred from class to extracurricular again. The knowledge points learned in class should be consolidated in time. Through the forms of homework, in-class assessment, extracurricular extension, etc., students are allowed to conduct after-school assessment, knowledge consolidation and work submission through the online learning platform provided by the school within a specified time. Through online assessment and appraisal, teachers can generally grasp the quality of students' classroom learning. They can evaluate the effect of students' learning of a certain chapter, and also understand students' satisfaction and opinions on the online and offline blended teaching mode in the form of questionnaires. Through after-class consolidation, teachers can reflect on the effectiveness and existing problems of the whole course teaching implementation process. They will continuously improve and optimize the teaching plan in the follow-up practice, to further improve the teaching effect.

5.4 Formulate teaching assessment methods

According to the characteristics of the chapters, different assessment methods can be designed for each link in combination with the characteristics of students, knowledge base and learning style of our school. For example, the online learning is based on objective questions and adopts the form of one-section one-test through the online learning platform. The offline classroom is mainly based on subjective questions, which can be carried out through student report and mutual assessment, project case report scoring, written examination paper assessment and other ways. It can also be assessed in combination with practical results such as clothing effect drawing design, clothing design and clothing production. Various assessment methods online and offline should be reflected in the final scores of students, and the proportion of each part is important and reasonable.

6 Improvement directions of online and offline blended teaching

Although the course of history of Chinese and foreign clothing has adopted the online and offline blended teaching mode and achieved certain results, there are still many shortcomings:

(1) The implementation of online and offline blended teaching requires collaboration between teachers and students, but it requires more self-discipline and initiative on the part of students. Under the influence of traditional teaching mode, many students are indifferent after the teacher releases the preview task, with poor enthusiasm and self-control, delaying the time. They often need to be forced by the teacher to complete it. The progress and efficiency of classroom teaching will be affected if teachers do not get the feedback of preview. It is hoped that in the future teaching practice can make students gradually develop a good habit of active preview and review.

(2) The history of Chinese and foreign clothing course of our school mainly uses superstar pan-ya online learning platform at present. It combines the learning software of the mobile terminal, to achieve real-time check-in, quick answer to questions, in-class testing, discussion and communication, online examination, homework submission and other teaching interactions. Although the efficiency of teaching has been greatly improved, teachers still need to use instant messaging software such as WeChat group, QQ group, Tencent conference, etc., for class notification, homework assignment and live teaching. It is hoped that a more perfect online and offline blended teaching mode can be formed which integrates teaching resources, live teaching, process assessment, closed book examination or practice production, etc., which is suitable for the course of history of Chinese and foreign clothing in the future.

7 Conclusions

This paper analyzes the characteristics and problems encountered in the course of history of Chinese and foreign clothing. It studies the purpose of online and offline blended teaching. This paper probes into the application and practice of online and offline blended teaching mode in the course of history of Chinese and foreign clothing by creating open online courses and digital resources, formulating teaching objectives and teaching contents, adjusting teaching progress and class time allocation, flexibly adopting classroom teaching forms, formulating process and individualized assessment methods, etc. Of course, this teaching mode is still not perfect and needs to be improved in many aspects. It needs to be continuously integrated and developed in the long-term teaching practice. It is hoped that in the future, a set of online and offline blended teaching mode can be explored effectively and perfectly suitable for the course of history of Chinese and foreign clothing.

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