

Exploring Pathways to Enhance the Teaching Effectiveness of History Courses in the Internet+ Era

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Abstract. The rapid development of mobile internet has fueled the trend of "Internet+ teaching." As an essential component of basic education, history courses also face opportunities and challenges brought about by this reform. This paper analyzes the problems existing in history classrooms in the Internet era, such as declining student interest, limited teaching methods, and poor teaching effectiveness, and proposes corresponding strategies to enhance teaching effectiveness. These strategies include diversifying teaching methods, using a variety of information technology-based teaching formats, emphasizing formative assessment, focusing on the learning process, tailoring instruction to individual needs, implementing differentiated teaching, and fostering strong teacher-student interaction. Additionally, it is essential to establish an evaluation system for teaching effectiveness based on internet technology to accurately assess teaching outcomes and optimize strategies promptly. The implementation of these strategies will undoubtedly stimulate students' interest in learning and improve the quality of history courses.

Keywords: Internet+ era; history courses; teaching effectiveness; enhancement pathways

1 Introduction

The flourishing development of mobile internet technology has made "Internet+ teaching" a hot topic in contemporary education. As one of the critical subjects in the basic education stage, history courses also face opportunities and challenges for innovation and reform. The young generation in the Internet age has gradually become the mainstay of education and teaching. They differ from previous generations in having active thinking and broader perspectives [1]. Therefore, if history classroom teaching continues to adhere to traditional teaching and learning models, it would be challenging to ensure students' learning interest and outcomes. Based on this, this paper aims to analyze the issues in history classroom teaching in the Internet+ era and propose corresponding strategies to enhance teaching effectiveness. It also constructs an evaluation system for teaching effectiveness based on internet technology to provide a theoretical basis for promoting history teaching reform and achieving deep integration and innovation in traditional classroom teaching.

2 Analysis of the current situation of history course teaching in the internet+ era

2.1 Decline in student learning interest

With the popularization of mobile internet technology, students can access personalized information using electronic devices, which has had a profound impact on their learning methods [2]. However, history classrooms still adhere to traditional teacher-centered, didactic teaching methods, often limited to verbal explanations. Such teaching methods have become increasingly ineffective in sparking students' interest in learning. Recent research has been conducted to analyze students' levels of interest in learning in history classrooms and record this data. Table 1 below shows the changes in students' interest levels in history classrooms over the past few years.

Table 1. Changes in students' interest in history classes over the years

Year	Level of Student Interest in History Class
2018	Moderate
2019	Not very high
2020	Lower
2021	Not very high
2022	Moderate

From Table 1, it is evident that students' interest levels in the history classroom are showing a declining trend. This trend indicates that traditional teaching methods in history classrooms are not aligned with students' learning preferences, making it challenging for them to spontaneously generate an interest in learning. This decrease in interest has a direct impact on educational outcomes, as 45% of students forget what they have learned in class within just half an hour after the lesson.

2.2 Limited variety in teaching methods

In an environment where mobile internet is highly developed, students have easy access to a diverse range of historical learning resources, while traditional classroom teaching heavily relies on chalkboard writing and verbal explanations, which may not engage digital natives, especially those who prefer audiovisual content[3]. Recent surveys of college students have shown that approximately 63% of them expect teachers to employ diverse information technology-based teaching methods, such as animations and micro-lesson videos, to create a more interactive classroom atmosphere. Therefore, history educators need to update their teaching approaches and incorporate more information technology tools to cater to students' visual preferences and enhance two-way interaction. With the ongoing development of educational technology, history classrooms should continually adapt and enrich their teaching methods to align with students' cognitive traits and learning needs, thereby improving the overall quality and effectiveness of instruction.

2.3 Subpar teaching effectiveness

In the current internet environment, history classrooms are facing issues such as a decline in students' interest in learning and the monotonous nature of teaching methods, which directly impact the effectiveness of history courses[4]. Recent data surveys have shown that the majority of students are concerned about the dullness of history courses, with 30% of students expressing extreme disinterest and another 30% indicating a lack of interest. In contrast, only a small percentage of students exhibit very high interest, with just 10% stating they are very interested. Regarding their interest in the subject matter, 30% of students display moderate interest in history as a discipline, while 40% show a higher level of interest. Nevertheless, there are still 15% of students who are not very interested in the history subject, and 5% express extreme disinterest, as shown in Figure 1. Therefore, there is a significant gap between the current teaching effectiveness in history classrooms and the desired outcomes, necessitating targeted improvements.

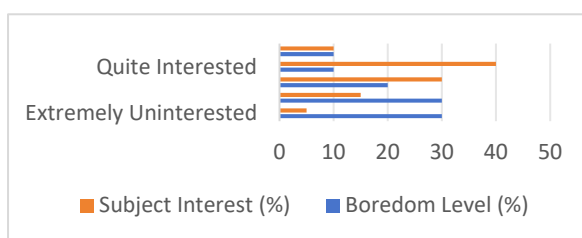


Figure 1. Survey Results on Student Interest in History Courses

3 Pathways to enhance the teaching effectiveness of history courses in the internet+ era

3.1 Diversify teaching methods

With the development of internet technology and mobile devices, traditional chalkboard-style classroom teaching is no longer able to capture students' interest and attention[5]. Therefore, teachers need to update their teaching philosophy and improve classroom instruction using information technology teaching methods, such as creating micro-lecture animation videos, using virtual simulation technology to simulate historical scenarios, engaging in online interactive Q&A sessions, and historical discussions as forms of teacher-student interaction. These online teaching methods can make historical knowledge more vivid, stimulate students' curiosity and interest, and improve teaching effectiveness. Furthermore, these methods can also cater to the personalized learning needs of different students. Therefore, history teachers need to actively embrace new technologies and adapt to the learning styles and needs of students in the digital age[6].

3.2 Strengthen formative assessment

In the mobile internet environment, history classroom teaching should shift its focus from emphasizing summative assessment of exam results to a greater emphasis on the learning process itself [7]. Teachers' roles should evolve from being knowledge providers to inspirers

and guides for process-oriented learning. This necessitates teachers to enhance formative assessment of students' learning processes, paying attention to students' autonomous learning states, methods, and skills. Teachers should offer guidance tailored to individual differences, helping students set personalized learning goals and cultivate intrinsic interest. This form of formative assessment not only enhances teaching effectiveness but also aligns with the new concepts of "tailored instruction" and "personalized learning" in the online environment. It helps teachers adjust teaching strategies in a timely manner and boosts students' self-confidence in learning [8]. Therefore, strengthening formative assessment is a crucial approach to adapt to the teaching requirements of the mobile internet era, stimulate student interest, and enhance teaching effectiveness.

3.3 Tailor instruction to individual needs

In actual teaching, there are significant individual differences among students, which necessitate teachers to adopt differentiated teaching strategies based on students' cognitive characteristics and learning needs [9]. For example, for students with weaker motivation, teachers can design interactive games to capture their interest, while for students with strong foundations and active thinking, providing more open-ended reading materials can tap into their potential. Online teaching platforms make personalized instruction possible, allowing teachers to adjust teaching methods based on students' progress and feedback. This teaching approach not only improves teaching quality and efficiency but also helps students realize their individual potential and reduces the workload of teachers. In the information age, tailoring instruction to individual needs has become an important teaching principle that promotes both teaching and learning.

3.4 Foster teacher-student interaction

Teacher-student interaction is crucial for enhancing teaching effectiveness. The use of information technology, such as creating QQ groups or WeChat groups, provides additional platforms for communication between teachers and students, allowing teachers to understand students' learning status and thought dynamics, and consequently adjust teaching methods. Flipped classroom teaching methods have stimulated students' enthusiasm for learning by promoting pre-class online learning and in-class discussions, leading to improved teaching effectiveness [10]. Interactive forms supported by information technology, such as remote forums and online Q&A, break the limitations of time and space, enhancing communication between teachers and students as well as among students themselves. This interactive mode not only improves teaching quality but also makes the learning process more active and dialogic, aligning with the contemporary teaching emphasis on inspiration, communication, and collaboration.

4 Evaluation of the teaching effectiveness of history courses based on internet+

4.1 Construction of evaluation indicator system

In the context of Internet+ history course teaching, the evaluation indicators should primarily focus on four dimensions: sparking interest, expanding knowledge, enhancing abilities, and

overall satisfaction. These dimensions assess teaching effectiveness comprehensively. Sparking interest includes evaluating classroom participation and post-class discussions, while expanding knowledge involves testing knowledge mastery and application. Enhancing abilities assesses improvements in information retrieval, critical thinking, and collaborative communication skills. Lastly, overall satisfaction measures students' classroom experience satisfaction and their recognition of teaching effectiveness, providing a basis for future improvements.

4.2 Evaluation pathway and implementation

To improve the accuracy and efficiency of evaluating the effectiveness of Internet+ history courses, a comprehensive evaluation pathway will be implemented. This pathway will include quantitative online pre-tests and post-course assessments to measure students' knowledge mastery. Advanced data analytics tools will be utilized to gain deeper insights into students' learning outcomes. Qualitative methods, such as online surveys and forums, will be used to gather students' emotional attitudes and feedback, providing a holistic view of their learning experiences. An Internet+ history course teaching effectiveness evaluation system will be developed, incorporating features like automatic question generation, online testing, and real-time data analysis. This system aims to automate the evaluation process and make it data-driven. These methods will enable a more comprehensive and accurate assessment of teaching effectiveness, while also enhancing interactivity and adaptability in teaching. Please refer to Figure 2 for an illustration of the evaluation pathway.



Figure 2. Evaluation Pathway

4.3 Evaluation results and outlook

Efficient evaluation methods allow teachers to accurately assess their teaching effectiveness. In Figure 3, 80% of students find Internet+ history classes more diverse and engaging, 75% report increased interest, and 68% have improved participation levels. However, 20% of students note room for improvement, citing issues like insufficient interest and knowledge gaps in online classes. Teachers can use this feedback to adjust their strategies, improve teacher-student interaction, and promote deep learning. Continuous optimization of teaching methods, including scenario simulations and question type training, based on evaluation results, will drive reforms in history education, making it better suited to the Internet+ era and achieving innovative development in history classroom teaching.

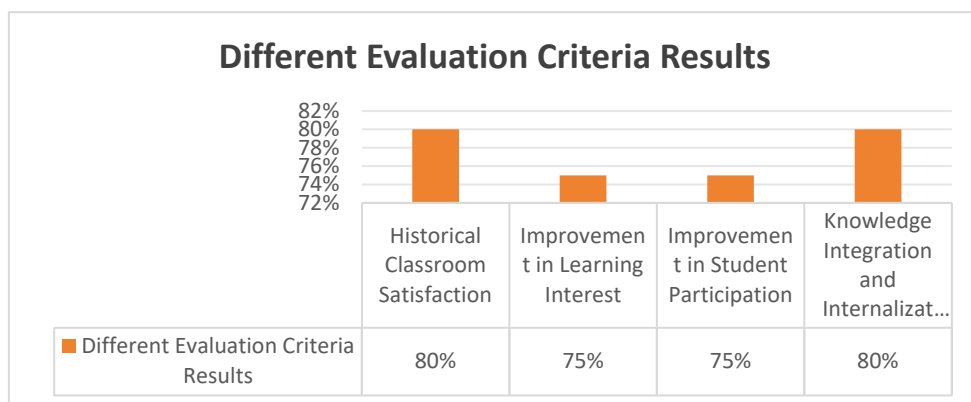


Figure 3. Results of Different Evaluation Indicators

5 Conclusion

In the era of Internet+, history classroom teaching is facing challenges like declining student interest and a lack of diverse teaching methods. To address these issues, reforms and innovations in teaching approaches are necessary. Teachers should diversify their methods by incorporating information technology-based instruction. Formative assessment, focusing on students' learning processes and cultivating their abilities, should also be emphasized. Tailored instruction for different students and strong teacher-student interaction are crucial for improving history education. Additionally, a systematic teaching effectiveness evaluation mechanism should be established to assess teaching situations accurately and optimize strategies promptly. Transforming traditional classroom teaching through network information technology is a vital approach to enhance the effectiveness of history courses. It expands teaching and learning opportunities, enriches teacher-student interactions, and enables personalized instruction. These changes are essential for history education to stay relevant in the Internet+ era and achieve innovative development.

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