

## Online and offline hybrid teaching chosen by students in the post-epidemic era

Xiao-Yu Liu, Yu-Feng Wang, Hai-Xia Wen, Hui Zhu\*

### 1. Harbin Medical University

Due to the impact of COVID-19 pandemic, China's higher education in the first semester of 2020 all adopted online teaching, which is the first experience for most Chinese students. While both teachers and students recognized the advantages of online teaching, in selection of the most acceptable teaching method in the post-epidemic era, most of the students chose the combination of online and offline or hybrid teaching. This fact raises the questions that what factors affect students' choice of teaching methods, and what improvements do we need to achieve better learning results?

A questionnaire to the students who received the online teaching of Physiology in our school in the spring semester of 2020 showed that students' satisfaction with online teaching has a significant influence on their choice of teaching methods. That is, the higher the satisfaction, the higher the proportion of students who chose the hybrid teaching method, while the students who thought no preference preferred traditional offline teaching. Similarly, students who perceived that online teaching improved their learning ability and effectiveness were also more willing to choose hybrid teaching, while those who perceived ineffectiveness chose traditional teaching method. While online teaching will increase learning burden to certain degree, students who perceived more burden of online teaching significantly preferred traditional offline teaching. Whereas, other students who perceived less or even reduced burden were more preferring hybrid teaching. These findings indicate that the students who realized the advantages of online teaching would accept the hybrid teaching method even with certain burden.

Notably, in either case, the proportion of students who chose pure online teaching is the lowest, which suggests that there is a defect of the current online teaching which cannot meet the demands of students. This also reminds us that teachers should make full use of the different advantages of online and offline teaching. Correspondingly, in the second semester of 2020, we adopted the hybrid teaching method based on BOPPPS mode, and found that students' scores improved significantly compared with the previous two years. This not only gives us the confidence in pursuing the hybrid teaching but also highlights the direction for us to reform physiology teaching in the post-epidemic era.

Keywords: Online teaching, Hybrid teaching, Physiology, BOPPPS