

Research on Online Teaching Reform of E-commerce Courses in the Context of New Liberal Arts

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Abstract: With the development and application of contemporary information technology, in 2019, the document "National Vocational Education Reform Implementation Programme" proposed the development of the teaching mode of "Internet+ Education", that is, the use of modern and advanced information technology into the traditional classroom teaching mode, which has had a significant impact on the concept of vocational education and teaching methods. This has a significant impact on the education concept and teaching method of vocational education. As China's higher education institutions have long been bound by traditional concepts, there are problems such as insufficient use of information technology, low participation in the classroom, insufficient prominence of the student's subject position, and little interaction between teachers and students. Blended teaching, as a new teaching mode supported by network online technology, integrates online learning with traditional offline teaching, which not only makes use of the resource advantages of online learning to meet the individual needs of students, but also gives full play to the advantages of teacher dominance and systematic teaching in traditional teaching, and has received widespread attention from teachers and students. In this paper, we first sort out the literature on blended teaching in the past ten years, then analyse the pre-design of blended teaching mode for the course of "Fundamentals of E-commerce", design a blended teaching example and apply it to offline teaching practice, effectively combining pre-course independent pre-study, in-course discussion and learning, post-course consolidation and enhancement and offline classroom teaching, and finally analyse, discuss and summarize the effect of the practical application of blended teaching.

Keywords: E-commerce; New Liberal Arts; Online Teaching; Teaching Reform.

1. Research Background

Nowadays, the e-commerce industry is changing rapidly, and the information technology of education has entered the 3.0 era from the 2.0 era, in order to cultivate e-commerce professionals who can adapt to the development of social and economic development, and thus put forward higher requirements for the information technology of teaching. The emergence of "Internet + education" provides a new approach to the problem of insufficient talent training. Just as the blended teaching mode can use the Internet to break through the time and space limitations, resource sharing and real-time interaction, to achieve personalized teaching, to promote changes in the classroom teaching mode, to meet the national demand for talent training.

1.1. National Policy Requirements for Promoting New Information Technology Teaching

In recent years, in order to better promote the cultivation of information technology talents, the state has issued a series of policies on the promotion of information technology teaching practice. In September 2018, it was pointed out in the document "Excellent Teacher Cultivation Plan" that: to deepen the use of information technology as a way of boosting the pedagogical reform of education, teachers should comprehensively integrate new technologies such as artificial intelligence and smart classroom with the actual curriculum teaching, and promote new teaching models. In September 2019, in the Guidelines for Promoting Online Education, it was proposed that by 2022, the quality of online education in the age of information technology should be continuously

improved in order to deeply integrate modern information technology with education and teaching. In February 2021, in the Key Points of the Ministry of Education for 2021, it was pointed out that schools should deepen the learning space of the network and actively develop the model of Internet + education mode, and comprehensively improve the information technology literacy of teachers and students.



Fig 1. Rapid development of e-commerce

1.2. The Concept of New Liberal Arts

New Liberal Arts is relative to traditional Liberal Arts, which is based on the background of the new global scientific and technological revolution, the development of the new economy, and the entry of socialism with Chinese characteristics into the new era, breaking through the traditional thinking mode of Liberal Arts, taking inheritance and innovation, intersection and fusion, and synergy and

sharing as the main ways to promote the interdisciplinary cross-disciplinary and in-depth fusion, and to promote the updating and upgrading of the traditional Liberal Arts, shifting from discipline-orientation to demand-orientation, from speciality segmentation to cross-fusion, and from adaptation to service to support. Cross-fertilisation, from adaptive service to supportive leadership.

Hiram College in the U.S. has clearly put forward the educational concept of "New Liberal Arts", and since October 2017, the college has made a comprehensive revision of the training programme and restructured 29 majors, i.e., integrating new technologies into the courses of philosophy, literature, language and other courses, so as to provide comprehensive interdisciplinary learning for students.

Wu Yan, director of the Department of Higher Education of the Ministry of Education, pointed out that the innovative development of higher education is imperative, and that it is necessary to comprehensively push forward the construction of "new engineering, new medical science, new agricultural science, and new liberal arts", launch the "Six Excellence and One Pioneer" plan version 2.0, and form a first-class undergraduate professional cluster with Chinese characteristics and at the world level covering all academic disciplines, so as to provide powerful support for the establishment of a strong higher education country and the modernisation of China's education by 2035. Support.

1.3. Blended Teaching Promotes the Change of Classroom Teaching Mode

In the traditional classroom teaching process, teachers are accustomed to the active narrative approach, while students learn passively, and the lack of interaction between teachers and students makes it easy to have a sense of boredom in the classroom. Especially when students encounter difficult problems, the teacher cannot answer and guide in time, which will lead to the decline of students' learning initiative, and the subjectivity of students is ignored. In addition, there are differences in the knowledge acceptance ability of different students, teachers cannot pay attention to the learning situation of each student, it is difficult to grasp the progress of classroom teaching, which is likely to lead to the purposelessness of classroom teaching and the effect of a big discount. Blended teaching is a combination of online learning and traditional classroom teaching, in which the teacher guides the students to carry out teaching activities, giving full play to the student's main position and subjective initiative. Students in the classroom to put forward the problem, discuss the problem, and work together to solve the problem, this student-oriented blended teaching method, to a large extent, to improve the students' interest in classroom participation, to promote the diversification of the classroom teaching mode of change, is worthy of the general teachers and students to promote. During the outbreak of the new crown epidemic, more and more colleges and universities have brought the "rain classroom" of blended teaching into classroom teaching, and "rain classroom" has become a more popular teaching tool in China. 11 February 2020, more than 50,000 teachers and students of Tsinghua University through the "rain classroom". On 11 February 2020, more than 50,000 Tsinghua teachers and students were connected to their alma mater through the "rain classroom" to carry out teaching activities in various disciplines, realising the teaching method of "no stopping classes, no stopping teaching, no stopping learning".

2. Definition of Relevant Concepts and Theoretical Foundations

2.1. Concept of Blended Learning

Blended teaching is a model that combines the application of information technology with traditional teaching. From the initial focus on technology and on teachers, people are now focusing on students and seeking to design a blended classroom teaching model that is suitable for students from the perspective of their needs [18]. Therefore, this study considers that blended teaching is the integration of online learning and offline teaching with the help of online platforms, taking students as the main body and integrating teaching activities before, during and after class, and teachers obtain complete process data with the help of online platforms to provide students with diversified teaching evaluation.

2.2. Theoretical Basis of Blended Teaching

(1) Constructivism theory

Constructivist theory is the way learners understand and think about external knowledge theories. Learners construct a new knowledge system through their own active learning and do not form a passive acceptance state due to external knowledge instillation. Cognitive development constructivism has two processes: learners learn new things from the outside world on the basis of their old knowledge, and when the appearance of new things does not match the original knowledge, the old knowledge system will be irritating; if they can explain the new things with their existing experiential knowledge, learners will integrate the new knowledge into their old knowledge; if the new things are in disagreement with the old knowledge, then learners will update the old knowledge that is transformed into new knowledge, thus achieving a balance of knowledge construction. In this study, the blended teaching is based on constructivism theory, and the teacher provides students with some appropriate learning materials to stimulate students to actively carry out deep-level construction, which in turn stimulates students' intrinsic learning drive. Before the lesson, teachers upload various types of learning resources through the Rainy Classroom platform, and students construct a knowledge system after learning and discuss it with their teachers and classmates. During the lesson, the teacher carries out activities to promote students' learning, organises students to carry out problem solving and co-operative investigation, and the students reconstruct new knowledge in the process of exploring, developing their thinking ability and teamwork ability. After the lesson, teachers release online teaching tests, and students improve their knowledge construction through the results of answering questions and expanding their knowledge to explore, which improves their ability to find and solve problems.

(2) Mastery learning theory

In the mastery learning theory, American Bloom believes that all people can learn what is taught in the classroom as long as they are given ample time. Teachers can allow students to organise their learning progress according to their own learning pace and make immediate assessment after students have completed the unit on their own. Before class, teachers can design diversified teaching resources according to students' different characteristics and learning interests, so as to improve students' independent learning ability and knowledge mastery.

In this study, through the Rainy Classroom platform,

relevant learning materials are released before class for students' pre-study, and students adjust their learning progress according to their own learning pace, so as to meet students' individual learning needs. For those students who have not mastered the new knowledge, or have encountered difficulties in previewing, they can watch the preview courseware and explanation videos on Rain Classroom repeatedly to continuously internalise the learning content and construct the learning framework, so that every student can master the new knowledge and skills. Teachers use the background data of Rain Classroom to analyse students' completion of previews and tests, and accordingly adjust the teaching design of offline classrooms, accurately formulate teaching links that meet students' learning conditions, so that students can actively participate in classroom teaching and develop a strong interest in learning, and improve their mastery and ability to apply new knowledge. Connectionist Learning Theory In connectionist learning theory, Simmons believes that it is the connection of personal nodes, such as books, networks, people and any other forms can be used as a source of access to human learning resources.

Connectionist learning theory believes that learning is not an isolated, independent individual learning activity, but an aggregated, group learning network of interactive communication. This complex and intertwined network consists of two parts: nodes and connectivity, and students learn new knowledge based on the network and carry out activities online through questioning and discussion. In this process, students continuously construct their own complete and systematic knowledge network structure. The teacher is a guide and facilitator, setting up the learning context for students and sorting out the complex and confusing information to make it organised and meaningful, and providing students with learning directions. Students and teachers, and students and students in this study interact with each other to form a networked graphical representation that provides a data base for the practical application of blended learning. Teachers can use this background data to understand students' learning attitudes and conditions, and group students according to their different characteristics, forming a network of shared learning that facilitates the transfer of knowledge and the exchange and cooperation of group members. Through the knowledge network constructed through interactions between students, knowledge transfer and exploration of problems are carried out to promote the learning of new knowledge and cultivate new knowledge and skills; teachers design different learning tasks according to the differences in students' learning abilities and interests, and share relevant learning resources on the platform to maximise the utilisation of resources; online Q&A and discussion of difficult points between teachers and students, and students and students, can promote emotional communication between teachers and students, and enhance students' communication skills and ability to deal with problems.

3. Blended Teaching Design for the "Fundamentals of E-Commerce" Course

3.1. Construction of Blended Teaching Design Principles

The framework of the hybrid teaching mode of the rainy classroom platform should follow certain teaching design

principles in order to help the smooth implementation of classroom teaching. In this paper, based on the results of the preliminary questionnaire survey and interviews, combined with the characteristics of blended teaching and the rain classroom platform, the basic principles to be followed in the construction of the teaching model are proposed.

(1) Principle of subjectivity

The e-commerce industry is changing rapidly, the development is extremely fast, the demand for talents is to have students have continuous independent learning ability. In traditional teaching, the teacher directly inputs knowledge to students through the teaching method, thus it is difficult to stimulate students' thinking and cultivate students' active learning. In contrast, blended classroom teaching unfolds in a student-centred manner, with the teacher as a guide and facilitator, and the students taking the initiative to meaningfully construct what they have learnt. Whether in class or outside the classroom, always emphasise the full play of student initiative, can be used in group discussions, summary reports and other forms of learning, reflecting the student's subjectivity. In the teaching design, the core of the students' independent discovery and problem solving, independent feedback through project-based cooperation, to cultivate students' ability to discover problems and solve practical problems in reality.

(2) Principle of personalised development

Due to the large differences in students' learning levels, in the teaching process, teachers should try to respect students' individual differences and tailor their teaching to students' learning abilities, learning habits and other characteristics to improve their learning initiative. Students can realise their personalised needs through online learning by selecting online learning resources and adjusting their learning progress according to the feedback of online tests, while teachers provide personalised counselling to students through the monitoring of background data. When arranging activity tasks, students can be stratified and assigned with matching activity tasks based on the differentiation of students' abilities, so that online learning and classroom teaching can be combined to achieve the purpose of personalised teaching.

(3) Real-time interaction principle

The application of blended teaching mode in the classroom can enhance the real-time interaction between teachers and students, help students to build knowledge systems, and also cultivate teamwork among students to promote the smooth implementation of classroom teaching activities. Firstly, in order to maximise the use of learning resources, teachers should design teaching resources that meet the students' learning conditions and are suitable for students' learning, and promote effective interaction between students and resources; secondly, teachers answer questions and solve puzzles for students on the online platform to help students construct knowledge systems and deepen their understanding of knowledge points; finally, teachers can carry out classroom activities using functions such as classroom pop-ups, anonymous feedback, and time-limited tests to carry out real-time interaction and feedback on the effects of classroom activities with students. Finally, teachers can use classroom pop-ups, anonymous feedback, time-limited tests and other functions to carry out classroom activities, real-time interaction with students and feedback on the results, so that communication breaks through the boundaries of time and space, and teamwork is smoother. Fourth, the principle of comprehensive ability cultivation should be Kang et al.

believe that e-commerce should pay attention to the improvement of students' comprehensive higher quality, and cultivate students into high-quality technical talents.

Therefore, in the blended teaching of the "Fundamentals of E-Commerce" course, some memorable contents are turned into online learning parts, and teachers carry out group cooperation, task-driven, speech and debate and other forms in the offline classroom to promote the cultivation of students' comprehensive abilities such as team assistance, problem analysis, problem solving, innovation and exploration.

(4) Principle of Diversified Evaluation

Diversified teaching evaluation is a comprehensive evaluation method, which is more scientific and reasonable, and can not only cultivate students' enthusiasm for learning, but also promote classroom teaching and help students develop towards the cultivation goal of teaching. Diversified evaluation includes process evaluation and summative evaluation. Process evaluation mainly refers to the evaluation generated in the process of independent pre-study before class and interactive learning in class, which is the integration of teacher evaluation and student evaluation, and promotes the evaluation results to play the role of motivation and regulation. Summative evaluation mainly refers to the presentation of data results in the post-course test. Therefore, the principle of diversified evaluation should be combined with different evaluation methods, design a reasonable evaluation strategy, and use scientific evaluation methods to carry out immediate evaluation and final summative evaluation of all aspects of the blended teaching process.

4. Construction of Blended Teaching Framework for Fundamentals of E-Commerce

Based on the design principles proposed above, further considering students' online teaching influences, online learning preferences and needs, and students' understanding of blended teaching, a blended teaching model based on the Rain Classroom platform was constructed from three aspects: course analysis, and teaching activities, and teaching evaluation, respectively. The first stage of the model analyses the teaching objectives and content of the Fundamentals of E-Commerce course. In the second stage, the characteristics of Rain Classroom in teaching activities are used to design teaching activities from three stages: before, during and after class, so that the use of Rain Classroom platform covers the whole process of teaching. The third stage is based on the background data provided by Rain Classroom to design the comprehensive evaluation of formative and summative evaluation for students.

5. Analysis of Basic E-Commerce Course

5.1. Analysis of Teaching Objectives

The cultivation goal of the school is to provide enterprises with high-quality skilled and practical talents. Traditional classroom teaching pays more attention to the understanding and analysis of knowledge and is detached from the actual practical application, while blended teaching can deepen the understanding of knowledge and expand the logical thinking ability and practical application ability by watching online pictures, videos, catechisms, etc., and combining them with practical cases in the classroom in a group cooperation way

such as brainstorming and task-driven. Teaching content includes the content of the course and the development of teaching activities, which is the theoretical basis for the realisation of teaching methods. The course textbook of "Fundamentals of E-commerce" learnt by e-commerce majors is edited by Wang Xin of Higher Education Press, including eight chapters of e-commerce overview, e-commerce model, network marketing, network payment, e-commerce logistics, customer service and e-commerce customer service, e-commerce related technologies, e-commerce network security and legal protection. The textbook is a more comprehensive overview of the overall knowledge system of the e-commerce profession, the teaching content is reasonably arranged, but more practical, practical content, and the classroom learning time is limited, cannot meet the learning needs of students, the need to use the extracurricular time to learn the supplement. Section IV blended teaching activity design the goal of classroom activity design is to maximize the internalisation of knowledge, mobilize students' interest in learning, create a learning atmosphere, promote classroom teaching activities and improve classroom teaching efficiency. The blended teaching activity is a combination of the rain classroom WeChat platform and traditional classroom lectures, which is divided into three learning stages: before class, during class and after class. In pre-class online learning, the teacher pushes the edited teaching content, while the students do pre-class pre-study and online pre-study test with pre-study feedback online. In class, online learning and traditional face-to-face teaching methods are combined, and teachers use multimedia synchronous teaching to guide classroom teaching with activities such as time-limited tests, real-time discussion and feedback, group cooperation and evaluation. After class, the teacher pushes the post-class homework, and students complete the homework and take the post-class practice test, which facilitates the teacher's summative evaluation. The design of teaching activities integrates the advantages of online teaching and traditional teaching, plays the role of teacher guidance and monitoring, gives play to the student's subjective position, and promotes interaction and communication between teachers and students.

5.2. Design of Independent Pre-study Activities Before Class

In order to make students develop the habit of pre-study before class, and to monitor and collect students' pre-course learning, the pre-course independent pre-study activities are designed from three aspects: pre-course pre-study, pre-study test and pre-study feedback.

(1) Pre-learning

In the pre-course independent preview stage, teachers choose good learning resources to design preview courseware related to the course, and can add pictures, videos, animations or text. Students watch videos and PPTs online and complete pre-course test papers, etc., for pre-course independent preview. In order to make students develop the habit of pre-course pre-study and monitor their pre-course pre-study, the pre-course independent pre-study activities are designed in three aspects: pre-course pre-study, pre-study test and pre-study feedback.

(2) Pre-reading Test

In order to understand the students' independent pre-study, the teacher pushes the pre-study test paper, and the students can take the test online, after which the teacher checks the background pre-study data of the rain classroom in a timely

manner, determines the important and difficult points of the classroom content, and makes the teaching more targeted.

(3) Pre-reading feedback

In the pre-study stage, students can give feedback on their learning at any time, clicking the "I don't understand" button or reporting to the teacher if they don't understand something in the courseware. Teachers monitor the online prep situation, understand students' learning needs and problems based on their feedback, analyses students' characteristics and learning difficulties, answer questions online and do a good job of teaching and tutoring in a timely manner.

5.3. Design of Interactive Learning Activities in Class

In order to improve students' classroom participation, give full play to students' subjectivity in the classroom, and enhance the interaction and communication between teachers and students, the design of interactive learning activities in the classroom is based on four aspects, namely, multimedia synchronous teaching, time-limited testing, real-time discussion and feedback, and group co-operation and evaluation, respectively.

(1) Multimedia synchronous teaching

Teachers send PPT to students' mobile phones through the synchronous function of multimedia. The PPT, animation, teaching video and other forms of multimedia resources are used to present the teaching content and increase the vividness of classroom teaching. Students can flip through the previous PPT pages without interrupting the teacher, which makes it easy for students to adjust the pace and progress of listening according to their own learning needs and listening ability.

(2) Time-limited Tests

In the traditional classroom practice tests, teachers need to review one by one in order to understand the learning effect of all students, and this feedback method is relatively long and inefficient. Instead, teachers can use the Rain Classroom platform to release time-limited test questions, including multiple choice, judgement, voting and other types of questions, and interact with students in the classroom. After students answer the questions, teachers put the answers on the big screen through the background data. This function of instant feedback information can timely understand the students' mastery of current knowledge, guide students' thinking and learning, and also adjust the teacher's classroom teaching strategy and adjust the teaching content and progress.

(3) Real-time discussion and feedback

Pop-ups are in the form of subtitles that appear anonymously on the screen to achieve real-time interaction between teachers and students. For issues that need to be discussed by the whole class, students actively express their personal opinions anonymously, which can give play to students' subjective initiative. When students do not understand the knowledge points, you can click on the slide below the "I do not understand" button, you can also send the problem to the teacher by taking pictures of the way to submit. Teachers statistically collate the knowledge points in the PPT "Don't Understand" page, or display the main issues on the projection through the projection screen, initiating student discussions, which can be targeted to explain the key problems. Therefore, the diversification of the feedback method provides students with more convenient and quicker forms of questioning, promotes interactive communication between teachers and students, and makes up for the

disadvantages of the traditional classroom questioning is not timely and comprehensive.

(4) Group cooperation and evaluation in the classroom activities will be grouped students, by the leader of each group for personnel allocation, and coordinate the completion of homework tasks, and finally the group leader of the group's activities to show the results, and finally through a variety of evaluation methods for group summary, such as student self-assessment, mutual evaluation, teacher evaluation and other ways. Group co-operation activities can enliven the atmosphere of the classroom, encourage students to actively participate in the activities, and at the same time help teachers understand the students' way of thinking, so that they can correct their own deficiencies, improve their classroom teaching methods and prepare for the next teaching.

6. Design of Consolidation and Improvement Activities after Class

In order to test students' classroom learning and knowledge application ability, and to promote students' ability to raise questions and solve problems, the after-class consolidation and enhancement activities are designed from three aspects, namely, after-class homework push, after-class consolidation test, and feedback on difficult points.

(1) Push homework after class

Homework is an important means of testing students' learning. Teachers use the rain classroom platform to push homework, and can also add voice instructions to make homework more specific. At the same time, the rain classroom has the function of saving homework information, which can avoid the occurrence of students missing listening to homework and doing homework.

(2) Consolidation test after class

Tests are an important means to detect the essential learning effect of students. There are various forms of after-class test design, such as multiple-choice questions, quiz questions and group discussions. Teachers can push the test paper through the Rain Classroom platform and set the time for answering the paper, and the system will collect the test paper on time and carry out statistics and analysis of the results. Subjective questions allow students to upload their answers by taking photos, and teachers can mark them online. After class, students can also review and consolidate the content they marked as "not knowing" in class, and complete the practice questions pushed by the teacher to test their mastery of the day's knowledge.

(3) Feedback on Difficult Points

For traditional lectures, the way of collecting students' feedback information is relatively limited and cannot cover the difficult information of all students. The rainy classroom platform is designed with a difficult feedback function, which can help students record the difficult problems, and teachers can also count the students' unintelligible pages and difficult problems according to the data statistics in the background, and use them as the basis for the revision contents and training questions after class. In short, this paper argues that through the activity design of these three links, the problems of low classroom participation, incomplete data collection, and poor teacher-student interaction can be effectively solved to enhance students' motivation to learn, bring their subjectivity into full play, increase interaction between teachers and students, and improve students' independent learning ability, communication ability, group cooperation and problem-

solving ability.

7. Design of Blended Teaching Evaluation

The design of the comprehensive evaluation method of teaching evaluation needs to reflect students' learning from various aspects, and this study adopts the comprehensive evaluation method of process evaluation and summative evaluation. The process evaluation includes the evaluation generated in the process of independent pre-study before class and interactive learning in class, and the summative evaluation mainly refers to the data summary evaluation of consolidation and enhancement after class. The combination of the two evaluation methods can enhance students' learning enthusiasm and active participation in teaching activities, while teachers make timely evaluation and feedback to students to help them make self-adjustment.

8. Conclusion

After practical analysis, the blended teaching mode solves some of the problems of the disadvantages of traditional education, and the conclusions are as follows:

First, blended teaching improves students' interest and enthusiasm in learning. The micro-lesson video before class is very interesting, and the number of students watching class materials online has increased, but teachers have to push teaching resources that are suitable for them on the rain classroom platform, drawing on the teaching materials and taking into account the degree of difficulty of the knowledge.

Secondly, the classroom activities of blended teaching are student-oriented and reflect the subjectivity of students. Students express their opinions in the classroom by sending pop-ups, collaborate in groups in the classroom, and evaluate each other in groups to express their views.

Third, blended teaching enhances the interaction between teachers and students. Students give feedback on difficult points on the rain classroom platform, teachers answer questions online in real time, and the pop-ups and accompanying tests in the classroom also promote the interaction and communication between teachers and students.

Fourthly, teachers make diversified evaluations with the help of the data on the rain classroom platform. Teachers can have a more complete understanding of students' learning through the pre-class, in-class and post-class data provided by the background of the rain classroom, and make more accurate process evaluation and summative evaluation of each student.

Fifth, blended teaching promotes the development of students' active learning ability, communication ability, group cooperation, problem solving and other abilities.

9. Future Research and Suggestions

In the real teaching process, blended teaching based on the Rain Classroom platform is also a double-edged sword, which requires teachers to grasp a certain degree, as concluded below:

First, ensure that the online test questions are few and precise. Teachers should draw on the teaching materials to recommend suitable and interesting teaching resources and test questions for students, the number of questions should not be too much, and the quality of the questions should be high, otherwise it will reduce students' interest in learning.

Second, implement unified management of mobile phones. Teachers in the teaching process, when the computer has synchronized the students' rain classroom software, you can implement unified management of students' mobile phones, so as to avoid students playing mobile games in class.

Third, do a good job of effective monitoring of the classroom. In the brainstorming pop-up session and teamwork task-based activities, teachers can not only focus on the background data, but also pay attention to the learning status of each student.

Fourth, control the classroom teaching rhythm. Teachers using the rain classroom platform for blended teaching should make it clear that the platform is only to increase the fun and practicality of classroom teaching activities, and cannot replace the function of offline teaching, and the instability of the platform may also cause trouble for both sides of the teaching.

Fifth, timely and good feedback. Students' questions online have immediacy, teachers should give students real-time feedback and evaluation in time, so that students understand their own learning situation, and the delay in feedback may reduce students' motivation to learn.

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