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Research on Hybrid Teaching Based on Chaoxing Learning Platform—Take the Course of "Situation and Policy" as an Example

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Hybrid teaching, as an innovative educational model integrating online and offline learning, has become increasingly important in higher education reform. With the rapid development of digital platforms, the Chaoxing Learning platform has been widely adopted in Chinese universities due to its multifunctionality, accessibility, and data-driven management capabilities. This study takes the course "Situation and Policy" as an example to explore the effectiveness of hybrid teaching based on the Chaoxing Learning platform. By employing comparative observation, questionnaire surveys, and action research methods, this paper systematically analyzes the impact of hybrid teaching on students' learning engagement, political cognition, and academic performance. The results show that hybrid teaching significantly enhances students' participation, improves learning outcomes, and strengthens their understanding of national policies and current affairs. The study further reveals that data-driven evaluation and diversified teaching methods play a key role in optimizing the teaching effect. This research provides empirical evidence and practical insights for the reform of ideological and political courses in the digital era.

Keywords: hybrid teaching, Chaoxing Learning platform, Situation and Policy course, ideological and political education, higher education

Introduction

In the context of rapid digital transformation and the widespread application of Internet technologies, higher education is undergoing profound changes in teaching modes and learning paradigms. The integration of online platforms with traditional classroom teaching has gradually formed a new model known as hybrid teaching, which combines the advantages of both approaches to improve teaching effectiveness and learning efficiency.

The Chaoxing Learning platform, developed by Beijing Century Chaoxing Information Technology Development Co., Ltd., is a comprehensive mobile learning system that supports resource sharing, course management, interactive learning, and data analysis. It allows students to access learning materials such as videos, PPTs, and academic literature anytime and anywhere, thus breaking the limitations of time and space in traditional teaching (Feng, 2019). Especially after the COVID-19 pandemic, the use of online learning platforms has increased dramatically, making hybrid teaching an inevitable trend in higher education reform.

The course "Situation and Policy" is a compulsory ideological and political course in Chinese universities. It aims to guide students to understand domestic and international political and economic developments, enhance

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their political awareness, and cultivate a correct worldview, outlook on life, and values. However, traditional teaching methods of this course often rely heavily on one-way lecturing, resulting in low student engagement and limited teaching effectiveness.

Therefore, integrating the Chaoxing Learning platform into the "Situation and Policy" course provides an opportunity to innovate teaching methods. Through online-offline hybrid teaching, students can actively participate in discussions, access diverse learning resources, and develop critical thinking skills. This study takes this course as a case to explore the practical effectiveness of hybrid teaching and its significance for ideological and political education reform.

Methods

Comparative Observation Method

The observation method is widely used in educational research to systematically record students' behaviors and responses in natural teaching environments. In this study, two classes were selected as research subjects: Class A adopted hybrid teaching based on the Chaoxing Learning platform, while Class B used traditional teaching methods.

Through direct and participatory observation, this study recorded students' classroom performance, participation levels, and interaction frequency under different teaching modes. The comparative analysis helps reveal the differences in learning engagement and teaching effectiveness between the two groups.

Investigation Method

Questionnaires and interviews were used to collect data on students' learning experiences, attitudes, and satisfaction levels. A total of 320 questionnaires were distributed, and 310 valid responses were collected.

The questionnaire covered aspects such as learning motivation, platform usage frequency, participation in discussions, and perception of course effectiveness. The collected data were analyzed quantitatively to evaluate the impact of hybrid teaching on students' learning outcomes.

Action Research Method

Action research emphasizes reflection and improvement in real teaching contexts. In this study, the instructor continuously adjusted teaching strategies based on classroom feedback and platform data.

Through iterative cycles of planning, implementation, observation, and reflection, the study aimed to optimize teaching design and improve the effectiveness of hybrid teaching in the "Situation and Policy" course.

Results

Overall Implementation Effect of Hybrid Teaching

After one semester of teaching practice, the hybrid teaching model based on the Chaoxing Learning platform demonstrated significant advantages in improving teaching effectiveness and student engagement. By integrating online and offline teaching activities, the course formed a relatively complete learning ecosystem characterized by flexibility, interactivity, and data traceability.

From the platform data, Class A students logged into the Chaoxing system an average of 5.6 times per week, significantly higher than the baseline frequency (2-3 times) observed in traditional courses. The completion rate of pre-class learning tasks reached 92%, while the participation rate in online discussions exceeded 85%. These

indicators suggest that hybrid teaching effectively promotes continuous learning behavior rather than episodic participation.

In contrast, Class B students, who followed traditional teaching methods, mainly relied on in-class learning, with limited opportunities for extended engagement. Their learning behavior showed stronger dependence on classroom time, lacking the continuity and autonomy observed in Class A.

Structured Practice in Three Teaching Stages

Before-class learning: Enhancement of learning initiative. In the pre-class stage, teachers uploaded diversified learning resources through the Chaoxing platform, including policy interpretation videos, current affairs commentaries, and reading materials. Students were required to complete preview tasks and respond to guiding questions.

Statistical analysis shows that:

- 88% of students watched assigned videos.
- 76% actively participated in pre-class discussion forums.
- 69% completed additional voluntary reading tasks.

This indicates that the platform effectively stimulates students' autonomous learning motivation. Compared with traditional preview methods (e.g., textbook reading), multimedia resources significantly improved students' interest and comprehension.

More importantly, pre-class learning helped students form preliminary cognitive frameworks. As a result, classroom time could be used more efficiently for higher-order learning activities such as discussion and critical analysis.

In-class activities: Improvement of interaction and critical thinking. During the in-class stage, hybrid teaching emphasized interactive and student-centered learning. Teaching activities included group discussions, case analysis, debates, and student presentations on current political and social issues.

Observation records indicate that:

- The average number of student interactions per class in Class A reached 18-22 times, compared to 6-8 times in Class B.
- Over 70% of students in Class A actively participated in at least one discussion per session.
- The proportion of students willing to express independent viewpoints increased from 45% (early stage) to 78% (late stage).

These findings demonstrate that hybrid teaching significantly enhances classroom participation and fosters a more active learning atmosphere.

Furthermore, qualitative analysis of student presentations shows a clear improvement in analytical depth. Students were able to connect theoretical knowledge with real-world issues, demonstrating stronger abilities in policy interpretation and critical thinking. This is particularly important for the "Situation and Policy" course, which emphasizes the integration of theory and practice.

After-class evaluation: Data-driven learning assessment. In the post-class stage, the Chaoxing platform provided comprehensive learning analytics, including task completion rates, discussion contributions, and quiz performance.

Teachers used these data to conduct formative assessment. The results show that:

- 90% of students completed all assigned post-class tasks.

- The average accuracy rate of chapter quizzes reached 82%.
- Students who frequently participated in discussions performed significantly better in quizzes (by approximately 10-12%).

The data also enabled personalized feedback. For example, students with low participation rates were identified early and received targeted guidance. This helped reduce learning gaps and improve overall teaching effectiveness.

Compared with traditional evaluation methods that rely mainly on final exams, this data-driven approach provides a more comprehensive and dynamic assessment of students' learning processes.

Comparative Analysis of Academic Performance

To ensure comparability, both Class A and Class B used the same final examination paper. The total score was calculated as: Total score = Usual performance (40%) + Final exam (60%).

The statistical results are as follows:

Table 1

Assessment Metrics for Hybrid vs. Traditional Teaching Formats

Indicator	Class A (hybrid)	Class B (traditional)
Average score	82.6	75.4
Highest score	96	89
Excellent rate (≥85)	38%	21%
Pass rate	98%	91%

The data clearly show that Class A outperformed Class B across all indicators.

In addition, the standard deviation of scores in Class A was slightly higher, indicating a wider distribution of performance. This suggests that hybrid teaching not only improves overall performance but also allows high-achieving students to further excel.

More importantly, analysis of exam answers reveals qualitative differences. Students in Class A demonstrated:

- stronger ability to analyze current affairs;
- more structured argumentation;
- better integration of theoretical concepts with real-world issues.

These findings indicate that hybrid teaching contributes not only to score improvement but also to the development of higher-order cognitive skills.

Student Satisfaction and Perception Analysis

Student feedback was collected through questionnaires using a Likert-scale evaluation system (1-5 points). The results show:

Table 2

Student Perceptions of Teaching and Learning: Hybrid vs. Traditional Formats

Dimension	Class A	Class B
Teaching satisfaction	4.6	3.8
Learning interest	4.5	3.6
Interaction experience	4.7	3.5
Resource availability	4.8	3.7

The results indicate that students in Class A reported significantly higher satisfaction across all dimensions. Qualitative feedback further reveals that students appreciated:

- the flexibility of learning time and space;
- the richness of multimedia resources;
- increased opportunities for participation;
- clearer understanding of complex policy issues.

However, some students also pointed out challenges, such as increased workload and the need for better time management. This suggests that while hybrid teaching improves engagement, it also requires students to develop stronger self-regulation skills.

Summary of Key Findings

Based on the above analysis, several key findings can be summarized:

- Hybrid teaching significantly enhances students' learning engagement and participation.
- The Chaoxing platform effectively supports autonomous learning and continuous interaction.
- Data-driven evaluation improves the accuracy and comprehensiveness of assessment.
- Students' academic performance and higher-order cognitive abilities are notably improved.
- Student satisfaction with hybrid teaching is significantly higher than with traditional methods.

These findings provide strong empirical support for the effectiveness of hybrid teaching in the "Situation and Policy" course.

Discussion and Conclusion

With the continuous development of information technology and the acceleration of digital transformation in education, hybrid teaching has gradually evolved from an experimental model into a mainstream approach in higher education. The integration of the Chaoxing Learning platform into the "Situation and Policy" course not only represents a technical innovation but also reflects a deeper shift in educational philosophy—from teacher-centered knowledge transmission to student-centered learning engagement. In this sense, hybrid teaching provides a new and effective pathway for the reform of ideological and political education in universities.

The findings of this study demonstrate that hybrid teaching can significantly enhance students' learning motivation, improve academic performance, and deepen their understanding of national policies and current affairs. From a theoretical perspective, this effectiveness can be explained through the lens of constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through interaction and experience. The hybrid model creates a multi-dimensional learning environment in which students engage with content before class, interact with peers and instructors during class, and consolidate knowledge after class. This process not only strengthens cognitive engagement but also promotes the internalization of knowledge.

Moreover, the flexibility of the Chaoxing Learning platform supports the development of self-regulated learning. Students are able to control the pace, time, and depth of their learning, which enhances their autonomy and responsibility. This aligns with the principles of lifelong learning and is particularly important in the context of ideological and political education, where the cultivation of independent thinking and value judgment is a core objective. The platform's data analytics function further contributes to personalized learning by enabling teachers to monitor students' progress and provide targeted feedback, thus improving teaching precision and effectiveness.

Another important contribution of hybrid teaching lies in its ability to bridge the gap between theory and practice. The “Situation and Policy” course requires students to understand complex and dynamic social realities. Through online resources such as current affairs videos and policy analyses, combined with offline discussions and debates, students are encouraged to connect theoretical knowledge with real-world issues. This not only enhances their analytical abilities but also strengthens their sense of social responsibility and political awareness.

However, despite its advantages, hybrid teaching also presents several challenges that should not be overlooked. First, it places higher demands on teachers’ digital competence and instructional design ability. Teachers must not only master the use of online platforms but also redesign course content and teaching strategies to effectively integrate online and offline components. This requires continuous professional development and institutional support.

Second, the quality of online resources remains a critical factor affecting the effectiveness of hybrid teaching. Inadequate or poorly designed materials may reduce students’ engagement and learning outcomes. Therefore, it is essential to develop high-quality, discipline-specific digital resources that are both informative and engaging.

Third, the complexity of teaching management increases significantly in a hybrid environment. Teachers need to coordinate multiple teaching activities, monitor student participation, and analyze large amounts of learning data. Without proper support systems, this may lead to increased workload and potential inefficiencies.

In addition, students’ adaptability to hybrid learning should also be considered. While many students benefit from increased flexibility, others may struggle with time management and self-discipline. This suggests that hybrid teaching should be accompanied by guidance on learning strategies to help students develop effective self-regulation skills.

Based on these findings, future research can further explore several directions. First, more rigorous quantitative methods, such as experimental designs and statistical modeling, can be employed to verify the causal relationship between hybrid teaching and learning outcomes. Second, comparative studies across different disciplines and institutions can provide a more comprehensive understanding of the applicability of hybrid teaching. Third, the integration of emerging technologies such as artificial intelligence and learning analytics may further enhance the effectiveness of hybrid teaching and provide new possibilities for personalized education.

In conclusion, the hybrid teaching model based on the Chaoxing Learning platform is not only consistent with the development trend of modern education but also plays a crucial role in promoting the innovation of ideological and political courses. It effectively integrates technological tools with pedagogical principles, enhances student engagement, and improves learning outcomes. More importantly, it contributes to the cultivation of well-rounded talents with strong analytical abilities, social responsibility, and political awareness. As higher education continues to evolve in the digital era, hybrid teaching will remain a key direction for future development and reform.

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