

Research on the Blended Teaching Mode Combining Mooc with Moso Teach

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ABSTRACT. MOOC teaching mode has been developing rapidly in the world in recent years due to its advantages of learning process free from time and place and the ability to share high-quality teaching resources. However, in practice, there are some limitations. This paper explores a blended teaching mode combining MOOC with mobile intelligent teaching, and takes “Theory and Practice of Tea Culture” as an example to construct the teaching mode framework, so as to further improve the function of MOOC and enhance the teaching application effect of mobile intelligent teaching mode.

KEYWORDS: MOOC, Moso teach, Blended teaching

1. Introduction

With the development of MOOC and the emergence of mobile intelligent teaching, the teaching mode of college classroom has changed greatly. It is of great practical significance to study how to effectively combine MOOC with the emerging mobile intelligent teaching, explore a more suitable blended teaching mode for the development of higher education, and improve the quality of teaching.

2. MOOC and Moso Teach

2.1 MOOC

As a large-scale online open course, MOOC has no restrictions on the form of education, the number of students, the time and place of learning because its resources and information are mainly disseminated through the network. Therefore, MOOC first established three MOOC platforms in 2012, namely Udacity, Coursera and edX. It has been rapidly developed in the United States due to the participation and joint promotion of many famous universities[1]. MOOC, as a new online course teaching mode in recent years, has also been widely concerned in China. Since 2003, some famous Chinese universities such as Peking University have joined Udacity and other well-known MOOC platforms, setting off a wave of MOOC nationwide. Up to now, China has established many MOOC platforms, such as “Xuetangx” and so on. Registered users, learning content and the number of courses are constantly developing.

2.2 Moso Teach

Moso Teach is a cloud service teaching platform created by Mosoink. App can be downloaded from mobile smart devices such as mobile phones and tablet computers. After registration, students can learn in the network environment[2]. The service platform supports teachers to upload teaching resources such as courseware, videos, Web links and so on. At the same time, it can understand students’ attendance and learning situation of teaching resources in detail. Moso Teach, as an intelligent mobile teaching assistant, conforms to the current situation of students’ dependence on mobile intelligent devices, such as mobile phones, and can realize the richness of teaching activities, diversification of students’ classroom performance and evaluation methods. This kind of

learning mode has been rapidly popularized and applied in colleges and universities all over the country in recent years because it avoids many disadvantages of traditional teaching and has powerful teaching functions.

At present, MOOC teaching in many colleges and universities is mostly a single online learning mode, which is difficult to connect closely with after-class learning. There are some problems such as the lack of timely feedback of teaching effect, lack of practical operation and so on[3]. In order to improve the shortcomings of MOOC teaching and enhance the function of mobile intelligent teaching, this paper explores the combination of MOOC and Moso Teach, so as to improve the learning effect of blended teaching mode.

3. Exploration on the Blended Teaching Practice Combining Mooc with Moso Teach-Taking the Course of “Theory and Practice of Tea Culture” as an Example

The blended teaching combing MOOC with Moso Teach was implemented in the course “Theory and Practice of Tea Culture” in the author’s school in 2017.

3.1 Application of MOOC Online Teaching and Moso Teach Mobile Teaching

The teaching content of MOOC mainly focuses on theoretical knowledge, and the teaching video recorded by the main teacher is chosen. Students learn the teaching content of MOOC online in advance according to the teaching tasks and learning time requirements issued by teachers. Moso Teach mainly serves offline teaching. In the activity module of Moso Teach, homework/group task, voting/questionnaire, brainstorming, answering/discussing, testing and other contents are created. On-line problems and knowledge content are discussed, analyzed, cooperated and practiced, and various types of teaching activities are effectively carried out in the classroom. On Classroom Teaching

According to the characteristics of “Theory and Practice of Tea Culture”, classroom teaching here mainly refers to students’ group practice and role-playing in the process of practical operation such as tea learning and tea making. The teacher sums up in time and organizes the student evaluation. Teachers change from traditional knowledge transmitters to organizers and coordinators of teaching activities to help students internalize and improve their knowledge[4].

3.2 On Evaluation Methods

The evaluation method combines the process evaluation of students’ usual performance and the summative evaluation of final examination results. It mainly combines MOOC learning content assessment and Moso Teach assessment results, accounting for 50% of the total results, respectively.

MOOC online learning assessment includes students’ video teaching content learning and homework completion. Students who take notes online and actively participate in the discussion will be given extra points for encouragement. The Moto Teach realizes the diversification of evaluation subjects. The mode of teacher evaluation, self evaluation and other evaluation can be adopted for the learning tasks completed by students. The evaluation results are loaded to the students in the form of empirical values, thus realizing the digitalization of the evaluation process and making the evaluation more flexible and objective. Teachers should guide students to make correct and objective evaluation in the link of mutual evaluation and other evaluation[5].

4. The Construction of Blended Teaching Mode Combining Mooc with Moso Teach

According to the practice of blended teaching of “Theory and Practice of Tea Culture”, combing the development trend of teaching informatization, this paper constructs a blended teaching model framework combing MOOC with Moso Teach, which consists of three parts: network teaching platform, cloud service platform and classroom teaching.

4.1 MOOC Network Course Platform

In order to improve students’ learning effect, teachers should be relatively independent and have clear learning goals when recording teaching videos. They should enhance the creativity and hierarchy of MOOC curriculum knowledge system, as well as the systematicness and completeness of curriculum contents[6]. When designing test questions and homework on the platform, teachers should consider the degree of innovation and difficulty of

the problems[7], so as to put questions appropriate for group cooperation and classic questions in the classroom teaching activities. MOOC platform tests and exercises mainly test the overall grasp and application of knowledge by students. Teachers can also evaluate their teaching design effect according to the students' answers.

4.2 Offline Classroom Teaching

In view of the equal emphasis on theory and practice of "Theory and Practice of Tea Culture", the design of off-line classroom teaching content is mainly to further strengthen the theoretical part of the teaching content, focusing on the deep understanding and practical application of subject knowledge. Therefore, in offline teaching, teachers and students should systematically sort out and summarize learning content in MOOC and teachers should answer questions and puzzles. Aiming at the hotspots related to the course and the common problems of the subject, they should adopt the forms of brainstorming, questionnaire survey and group discussion in the classroom activity module of Moso Teach to help students internalize knowledge and practice their language expression and problem analysis ability. In the offline practice process, through task arrangement, group cooperation and other ways, the teaching task is completed, and students' professional qualities such as team cooperation ability and interpersonal communication ability are consciously exercised and trained, so as to cultivate students' innovative consciousness and innovative ability[8].

4.3 Cloud Service Platform

In the teaching process, The Moso Teach service platform is used in combination with offline classroom teaching. Attention should be paid to enriching the content and form of the accumulation of teaching resources, and avoiding the single form of problem discussion or brainstorming in the organization of classroom teaching activities. Teachers should encourage students to express their opinions or ask questions about learning content after class. In the private chat function in the new version of Moso Tach, teachers should pay attention to the timeliness of communication and feedback with students[9] so as to form a good learning atmosphere and improve learning efficiency.

4.4 The Construction of Blended Teaching Mode

Based on the above analysis, the blended teaching mode combining MOOC with Moso Teach is designed as follows(Fig.1).

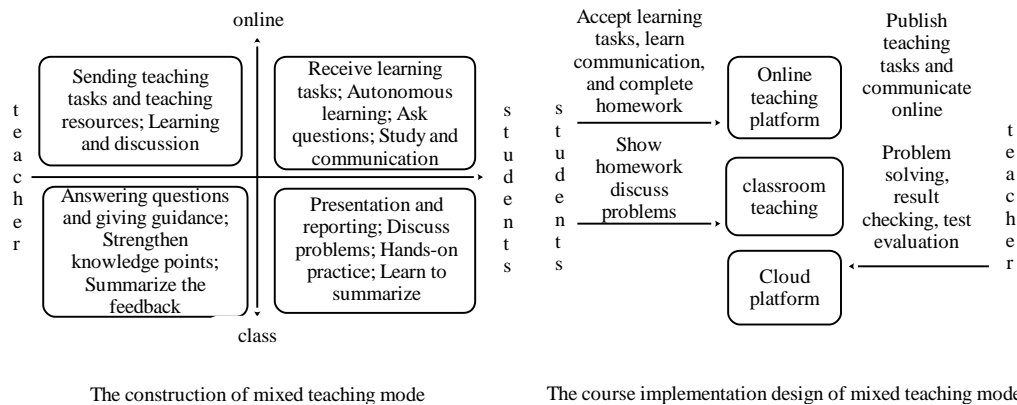


Fig.1 Construction of a Blended Teaching Mode Based on the Combination of Mooc and Moso Teach.

Teachers should clarify the theoretical and practical teaching objectives of each class, and release teaching tasks and learning resources in advance. After receiving the teaching tasks, students can learn independently the online teaching resources provided by MOOC and Moso Teach according to the requirements, and communicate with teachers or online classmates when they encounter problems. In offline teaching, students should display and report the contents of online learning, and teachers should summarize knowledge points and strengthen the key and difficult problems. In the practical operation, students actually practice and teachers give real-time guidance. All online and offline courses can be assessed in various forms through Moso Teach, and students' learning effects can be tested in many ways.

5. Conclusion

The effective combination of mobile Internet and MOOC can stimulate students' internal learning motivation and promote the reform of teaching mode. The construction of the blended teaching mode based on the combination of MOOC and Moso Teach effectively combines online teaching, offline teaching and mobile Internet, which will become the future development trend of educational informatization. In the process of developing online education and mobile teaching mode, there will be new problems that need to be studied and solved. Therefore, only by accumulating experience in practice can we realize the healthy development of online education and mobile teaching mode and grasp the development opportunity of educational informatization.

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