

Teaching Strategies of Flipped Classroom Model for College English Based on MOOC Perspective

He Sun^{1,*}, Jiajun Sun²

¹Department of Fundamentals, Luxun Academy of Fine Arts, Shenyang, Liaoning, 110014, China

²SHU-UTS SILC Business School, Shanghai University, Shanghai, 201800, China

*Corresponding author

Abstract: *With the rapid development of information technology, the flipped classroom model has gradually received attention and application in college English teaching. This paper comprehensively analyzes relevant literature and practice, explores the advantages and implementation strategies of the flipped classroom model based on the MOOC platform, and proposes issues that teachers and students need to pay attention to during the implementation process. Research has found that the flipped classroom model based on the MOOC perspective can promote students' self-directed and cooperative learning, improve their learning outcomes and satisfaction. However, teachers need to carefully design learning tasks and guide students in their learning during the implementation process, while conducting effective teaching evaluations. This study has certain reference significance for the practice and promotion of the flipped classroom model in college English.*

Keywords: *MOOC perspective, flipped classroom model, college English teaching, autonomous learning, cooperative learning*

1. Introduction

In the era of rapid development of information technology, the field of education is also facing unprecedented changes and challenges. Flipped classroom, as a new teaching model, endows students with more autonomy in learning by reallocating learning time both inside and outside the classroom. Additionally, MOOC (Massive Open Online Course), as an emerging teaching resource platform, provides new possibilities for college English teaching [1]. This paper aims to explore the teaching strategy of flipped classroom model for college English from the perspective of MOOC, with the aim of improving the effectiveness and quality of college English teaching by integrating MOOC resources and flipped classroom concepts.

This paper starts from the theoretical foundation of flipped classroom model, explores the definition and characteristics of flipped classroom, as well as the application and influence of MOOC in education. Subsequently, the focus is on analyzing the integration of flipped classroom model and MOOC, exploring how to effectively integrate MOOC resources, and designing and implementing a flipped classroom model for college English based on the MOOC perspective. In the following section, we will explore in detail the design and implementation of a flipped classroom model for college English based on the MOOC perspective. This includes the preparation and release of pre class learning resources, the redistribution and utilization of classroom time, and specific teaching strategies for post class consolidation and expansion. Subsequently, the teaching effectiveness is evaluated, appropriate evaluation indicators are selected, and student performance before and after implementing teaching strategies is compared and analyzed. Combined with student satisfaction surveys and feedback analysis, the teaching effectiveness of the university English flipped classroom model based on the MOOC perspective is comprehensively and objectively evaluated. Finally, we will discuss the advantages and limitations of teaching strategies, as well as the challenges and solutions we face, and ultimately look forward to future research directions and development trends. Through the research in this paper, we hope to provide new ideas and methods for college English teaching, promote teaching mode innovation, improve teaching effectiveness, and provide feasible references and suggestions for college English teaching reform.

2. Theoretical basis of flipped classroom model

2.1 Definition and characteristics of flipped classroom model

Flipped classroom, as an emerging teaching model, its core concept is to reallocate learning time both inside and outside the classroom, remove traditional knowledge teaching from the classroom, and allow students to acquire basic knowledge outside the classroom through previewing videos, reading materials, and other methods, while using classroom time for more interactive activities such as discussion, practice, and problem-solving [2]. The biggest feature of this model is to emphasize the subject status of students, promote deep thinking and interactive communication among students, and thus better achieve the mastery and application of knowledge.

2.2 Application and influence of MOOC in education

MOOC, also known as large-scale open online courses, are a rapidly developing online education model in recent years. MOOC provides high-quality educational resources and courses to students worldwide through online platforms, with rich course content, high flexibility, and strong interactivity. The application in education makes learning no longer limited by time and space, and students can choose courses of interest according to their own needs, greatly expanding the possibilities of learning. The emergence of MOOC has had a profound impact on traditional education models, breaking through the limitations of time and space in traditional learning, providing more diverse and personalized learning methods, while also promoting the sharing and updating of educational resources, and promoting the global development of education.

2.3 Integration of flipped classroom model and MOOC

The integration of flipped classroom model and MOOC is a major innovation in the field of education today. This integration combines traditional flipped classroom model with modern MOOC resources, bringing new possibilities to teaching. By integrating MOOC resources, teachers can provide students with more diverse and personalized learning materials, while also better guiding them to engage in self-directed learning and exploration. This integration can effectively expand the coverage of educational resources, improve the quality and effectiveness of teaching.

In practical teaching, the integration of flipped classroom model and MOOC can not only improve students' learning enthusiasm and participation, but also promote the cultivation of their critical thinking and creative abilities. At the same time, this integration also provides teachers with a broader teaching space and more teaching methods, making teaching more flexible and diverse.

3. Design and implementation of flipped classroom model for college English based on MOOC perspective

3.1 Preparation and release of pre class learning resources

When designing a flipped classroom model for college English from the perspective of MOOC, it is necessary to first select a suitable MOOC platform for the release and management of pre class learning resources. At present, there are many well-known MOOC platforms on the market, such as Coursera, edX, Udemy, etc., which provide rich learning resources and convenient course management tools. When choosing a platform, it is necessary to consider factors such as the platform's popularity, user coverage, technical support, and flexibility in course management to ensure that students can easily access and learn related resources. In addition, according to the characteristics of college English teaching, professional MOOC platforms for English learning can also be chosen, such as online education websites or platforms specifically designed for English learning [3]. These platforms often provide more professional and personalized learning resources and services, which can better meet the learning needs of students. Once a suitable MOOC platform is selected, teachers need to fully utilize the teaching tools and resources provided by the platform, flexibly organize and manage course content, and ensure that students can easily access the required learning materials and information.

In order to publish high-quality learning resources on the MOOC platform, teachers need to record and edit the learning resources. When recording video resources, teachers can choose appropriate recording tools and equipment, such as high-definition cameras, microphones, etc., to ensure that the

video's visuals and sound are clear and smooth. When recording content, it is necessary to pay attention to controlling the length of the video, keeping the content concise, and combining methods such as illustrations and vivid cases to increase the attractiveness and fun of the video, and improve students' learning enthusiasm. In addition to video resources, the editing tools provided by the MOOC platform can also be used to design and edit diverse learning resources such as pre class reading materials, exercise exercises, online tests, etc., to enrich students' learning content and provide a diverse learning experience [4]. When editing learning resources, teachers need to carefully design content based on the learning needs of students and course objectives, ensuring the quality and effectiveness of learning resources. At the same time, they should also pay attention to resource updates and management, adjust and improve learning content in a timely manner to meet the learning needs of students and the teaching objectives of the course.

Through careful recording and editing of learning resources, teachers can provide students with rich and diverse learning resources, stimulate their interest in learning, promote their independent learning and deep thinking, and lay a solid foundation for the smooth implementation of flipped classroom.

3.2 Reassignment and utilization of classroom time

In the flipped classroom model of college English based on MOOC perspective, the redistribution and utilization of classroom time is crucial. In traditional teaching models, classroom time is mainly used for teachers to give lectures and impart knowledge, while student participation is relatively low. In the flipped classroom model, classroom time should be more used for interactive activities, student self-directed learning, and cooperative learning to improve student participation and learning effectiveness.

In order to increase classroom interactivity and activity, teachers can design various forms of interactive activities. For example, teachers can prepare some questions or discussion topics in advance, allowing students to have group or whole class discussions in the classroom, share their views and thoughts, and promote communication and cooperation among students [5]. Teachers can also organize role-playing activities to enable students to apply their learned knowledge in simulated situations and improve their language expression and communication skills. In addition, teachers can also design interactive activities such as group competitions and games to stimulate students' interest and increase the fun and excitement of learning.

When designing classroom interactive activities, teachers need to choose the appropriate form and difficulty of activities based on students' English proficiency and learning goals, to ensure the effectiveness and suitability of the activities. At the same time, teachers need to fully guide and promote student participation, encourage them to actively speak and think, and stimulate their learning enthusiasm and motivation.

In the flipped classroom model, students' self-directed and cooperative learning are very important learning methods. In order to organize students' self-directed learning, teachers can provide a series of learning tasks and resources, allowing students to learn according to their own learning progress and needs. Students can learn relevant content through the MOOC platform before class, master basic knowledge and concepts, and then engage in in-depth discussions and applications in the classroom. In addition, teachers can also encourage students to engage in collaborative learning, through group collaboration or partner learning, to jointly solve problems and complete tasks. Students can exchange and share their learning experiences and insights with each other, learn from each other, and promote their growth and progress. In order to effectively organize students' self-directed and cooperative learning, teachers need to provide clear learning goals and tasks, and provide appropriate guidance and support to students. Teachers can regularly discuss and provide feedback to students, understand their learning situation and difficulties, adjust and improve teaching strategies in a timely manner, ensure that students can fully leverage the advantages of self-directed and cooperative learning, and improve learning effectiveness and quality. By reasonably allocating and utilizing classroom time, designing classroom interactive activities, and organizing students to engage in self-directed and cooperative learning, it is possible to effectively improve their learning engagement and effectiveness, promote their deep thinking and comprehensive ability development. This classroom model not only cultivates students' self-directed learning and cooperative spirit, but also stimulates their learning interest and motivation, improves their English ability and comprehensive quality.

3.3 Post class consolidation and expansion

In the flipped classroom model of college English, post class consolidation and expansion are crucial steps [6]. Through scientific and reasonable homework assignments and grading, as well as online discussions and tutoring on the MOOC platform, students can effectively consolidate and expand their knowledge, improve their learning effectiveness and ability level. Homework is an important way for students to consolidate their knowledge and expand their thinking depth. In the flipped classroom mode, teachers can assign diverse homework to students through the MOOC platform, such as reading texts, writing exercises, listening training, etc., so that students can continue to learn outside the classroom, deepen their understanding and application of knowledge. At the same time, teachers can also design different types of homework according to the different levels and needs of students to promote personalized learning. After assigning homework, teachers should promptly grade and evaluate students' homework. Through targeted comments and suggestions, teachers can help students identify their own problems in the learning process, guide them to improve learning methods and enhance learning outcomes. In addition, teachers can also provide feedback on students' homework grades and performance, motivating them to work harder and form good study habits and attitudes.

The online discussion and tutoring on the MOOC platform is an important way for students to consolidate and expand after class. Through the MOOC platform, students can discuss and exchange ideas after class, raise questions and doubts, and seek help and opinions from teachers and classmates. Teachers can provide online tutoring based on the learning situation of students, answer their questions, guide them to think deeply and explore, and promote their expansion and extension of knowledge. At the same time, teachers can also provide some expanding learning resources and materials on the MOOC platform, allowing students to expand their learning according to their interests and needs. These resources can cover aspects such as improving language skills, understanding cultural backgrounds, and cultivating practical skills, enriching students' learning content and experience, and promoting their comprehensive development. Through scientific and reasonable homework assignments and grading, as well as online discussions and tutoring on the MOOC platform, students can effectively consolidate and expand their knowledge, improve their learning effectiveness and ability level. This after-school consolidation and expansion mechanism can not only help students consolidate their knowledge, but also promote their thinking development and overall quality improvement, laying a solid foundation for their future learning and development.

4. Evaluation of the teaching effectiveness of the flipped classroom model for college English from the perspective of MOOC

4.1 Selection of evaluation indicators for teaching effectiveness

When evaluating the teaching effectiveness of the flipped classroom model in college English, multiple evaluation indicators can be selected to comprehensively evaluate students' learning outcomes and ability improvement. In this study, four commonly used indicators were selected as teaching effectiveness evaluation indicators: academic performance, learning progress, learning engagement, and satisfaction with learning outcomes.

In terms of academic performance, we evaluate the progress of students in knowledge mastery and application ability by comparing their academic performance under flipped classroom mode and traditional teaching mode. In terms of learning progress, we evaluate students' progress in the learning process by comparing their performance changes before and after the flipped classroom mode. At the same time, we evaluate the level of learning enthusiasm of students by observing their active participation in the flipped classroom mode, such as submitting homework after class and participating in online discussions. We evaluate students' satisfaction with the flipped classroom model and their evaluation of teaching effectiveness through feedback surveys or questionnaires.

4.2 Comparative analysis of student performance before and after implementing teaching strategies

To evaluate the teaching effectiveness of the flipped classroom model in college English, a comparative analysis of student performance can be conducted. Firstly, before implementing the flipped classroom model, we collected performance data from students, including homework and exam scores. Then, after implementing the flipped classroom model for a period of time, we collected student performance data under the same knowledge points and skill requirements. Finally, we compared the

student grades of two periods and analyzed them using statistical methods to determine the impact of the flipped classroom model on student grades. Through comparative analysis of student performance, it can be evaluated that the flipped classroom model has a significant effect on improving student academic performance. The results of students in the flipped classroom model are significantly better than those in the traditional teaching mode, indicating that the flipped classroom model has a positive impact on the learning effectiveness of students.

4.3 Student satisfaction survey and feedback analysis

Student satisfaction surveys and feedback analysis are important means of evaluating the effectiveness of flipped classroom teaching. A questionnaire or survey can be designed to collect feedback from students on their satisfaction with the flipped classroom model, evaluation of teaching effectiveness, and experience with teaching strategies and resource utilization. Through student satisfaction surveys and feedback analysis, we can understand students' attitudes and opinions towards the flipped classroom model, identify problems and areas for improvement, and make corresponding teaching improvement measures based on their feedback. Based on the above evaluation indicators and analysis methods, the teaching effectiveness of the flipped classroom model in college English can be comprehensively and objectively evaluated. By evaluating the results, teaching strategies can be further improved and optimized, enhancing student learning outcomes and satisfaction, and providing strong basis for educational and teaching reform.

5. Conclusion

The flipped classroom model, as a new teaching method, has been widely applied in college English teaching by re planning classroom time allocation and integrating online resources. This paper mainly discusses the flipped classroom model of college English based on the perspective of MOOC. Through analyzing relevant theories and practices, it is found that the MOOC platform provides convenient technical support and rich learning resources for flipped classrooms of college English. Students can preview and review before and after class on the MOOC platform based on their own learning progress and schedule, in order to better master English knowledge and improve language skills. Furthermore, when designing flipped classroom teaching strategies, teachers need to focus on guiding students to actively participate in learning. By setting targeted online learning tasks and discussions, we can stimulate students' interest and initiative in learning, cultivate their critical thinking and teamwork abilities. In addition, the role of teachers in classroom teaching has also changed, from traditional indoctrination style instructors to guides and facilitators of learning. Teachers need to provide timely feedback and guidance to students, solve the problems they encounter in the learning process, and promote their continuous improvement. Finally, the evaluation of teaching effectiveness is a crucial aspect of flipped classroom teaching. By comparing and analyzing student performance and conducting student satisfaction surveys, teaching effectiveness can be objectively evaluated, and teaching strategies can be adjusted and improved based on the evaluation results.

In summary, the flipped classroom teaching strategy of college English based on the MOOC perspective has a positive effect on improving student learning effectiveness, promoting student participation, and cultivating student self-directed learning ability. However, in the implementation process, teachers, students, and educational managers also need to work together to continuously improve and optimize the teaching model, providing effective support and guarantee for the improvement of the quality of college English teaching. We hope that the research results of this paper can provide useful reference and inspiration for the practice and promotion of the flipped classroom model in college English.

References

- [1] Kong L F. *Study on Teaching Mode of College English "Flip the Classroom" from the Perspective of MOOC [J]. Journal of Jiamusi Vocational Institute, 2017, (5):311-312.*
- [2] Zhang M L, Sun X J. *MOOC-based Flipped Classroom Teaching Model for Follow-up College English Courses [J]. Modern Educational Technology, 2015, (8):81-87.*
- [3] Yang Y F, Guan W Y, Weng X B. *Study on College English Blended Teaching Model Based on Flipped Classroom and Production-oriented Approach in the Context of MOOC [J]. Journal of Nantong Vocational & Technical Shipping College, 2019, (1):97-101.*

[4] Hu Z Y, Cao N. *An Exploration of the Teaching Practice of College English Writing Flipped Classroom under the Background of MOOC* [J]. *English Teachers*, 2023, (18):147-149.

[5] Pu Z F. *On Flipped Classroom Teaching Mode in College English Teaching Based on the Concept of Moocs* [J]. *Journal of Honghe University*, 2015, (5):111-113.

[6] Cao Y C. *Research and Practice of College English Mixed Teaching Mode Reform Based on MOOCs and Flipped Classroom* [J]. *Journal of Shenyang Institute of Engineering*, 2019, (2):257-262.